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ABSTRACT

The bibliography was compiled to provide access to the latest research findings and developments in the area of bilingualism and bilingual education. Part I of the publication contains 176 citations, with abstracts, which have appeared in all "Research in Education" issues through June of 1970. Part II includes 28 citations from "Current Index to Journals in Education," beginning with the first issue in January of 1969 and continuing through the July 1970 issue. Two subject indexes using terms from the "Thesaurus of ERIC Descriptors" are included: the first pertains to documents cited in "RIE;" the second applies to articles cited in "CIJE." Ordering information for documents cited is also provided. (AN)

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BILINGUAL EDUCATION

A SELECTED BIBLIOGRAPHY

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Compiled by

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ERIC/CRESS Research Associate

December 1970

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS (CRESS)

New Mexico State University

Las Cruces, New Mexico 88001

RC005076

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FOREWORD

The Educational Resources Information Center (ERIC)--a Federally funded national information system dedicated to the improvement of education through the dissemination of educational resources and research-related materials--aids school administrators, teachers, researchers, information specialists, professional organizations, and students in locating and using educational resources.

As one of twenty-one ERIC network centers, each of which focuses on a separate area (or areas) of education, ERIC Clearinghouse on Rural Education and Small Schools is responsible for collecting materials related to rural education and small schools, and American Indian, Mexican American, migrant, and outdoor education for input into the national ERIC system.

One of the main functions of the ERIC system is to process documents other than current journal articles for announcement in Research in Education (RIE), a monthly publication containing abstracts of completed research and research-related reports in education as input by the various clearinghouses. RIE contains subject, author, and institution indexes, along with document resumes which include the ERIC (ED) accession number, author(s), title, source(s), publishing date, ERIC Document Reproduction Service price or alternate availability, and the abstract.

In addition to its monthly abstract journal, ERIC compiles Current Index to Journals in Education (CIJE), a monthly index which provides

citations from more than 500 major educational publications: journals, quarterlies, annuals, and yearbooks.

SOURCE OF MATERIAL

The present bibliography was compiled to provide access to some of the latest research findings and developments in the area of bilingualism and bilingual education. This bibliography lists relevant citations which have appeared in all RIE issues through June of 1970.

Two subject indexes are included at the end of this bibliography. The first pertains to documents appearing in RIE; the second applies to articles cited in CIJE. The index terms, descriptors under which the citation was indexed in RIE or CIJE, are from the Thesaurus of ERIC Descriptors.

Research in Education

Part I of the present bibliography contains citations and abstracts which have appeared in RIE. When using the RIE section of this bibliography, the reader is encouraged (1) to utilize the Subject Index pertaining to RIE entries in identifying relevant materials, (2) to examine the resumes to determine appropriateness of materials, and (3) to obtain microfiche or hard copy reproductions of documents from ERIC Document Reproduction Service. The reproductions must be ordered as described under Ordering Information in this Foreword.

The reader is reminded that there are numerous complete microfiche collections of ERIC materials throughout the nation which may be used

by the public; contact the Information Specialist at ERIC/CRESS for information on locations of these collections.

Current Index to Journals in Education

Part II of this bibliography, CIJE coverage, is a new feature of ERIC/CRESS bibliographies. It includes citations from CIJE beginning with the first issue in January of 1969 and continues through the July 1970 issue. Entries listed in the CIJE section of this bibliography are processed in a slightly different manner from RIE citations: an EJ rather than an ED number precedes each entry, and brief annotations take the place of RIE abstracts when it is felt that the article being processed cannot be described sufficiently without an annotation.

CIJE entries in this bibliography are referenced in the Subject Index pertaining to CIJE citations. Since CIJE entries are not available from ERIC Document Reproduction Service, the reader is encouraged to take advantage of his local library in locating the journals he wishes to use.

ORDERING INFORMATION

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ACKNOWLEDGMENT

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David M. Altus

Part I: Citations from
Research in Education

ACCESSION NUMBER: ED001102

PUBLICATION DATE: JAN65

TITLE: THE LINGUISTIC APPROACH IN TEACHING ENGLISH AS A SECOND LANGUAGE. ELEMENTARY LEVEL.

PERSONAL AUTHOR: RIVERA, CARLOS

IDENTIFIER: EL PASO; *READING PROGRAM; TEXAS

EDRS PRICE: EDRS PRICE MF-$0.27 HC-$5.08

DESCRIPTIVE NOTE: 125P.

DUE TO THE PHENOMENON OF "RETROGRESSION IN READING" WHICH OFTEN TAKES PLACE BETWEEN THE GRADES OF TWO AND THREE AND THE UPPER ELEMENTARY GRADES AMONG BILINGUAL CHILDREN, A MORE LONG-RANGE, SYSTEMATIC READING PROGRAM HAS BEEN DEVELOPED. A READING PROGRAM FOR NONENGLISH SPEAKING STUDENTS (SPANISH) SHOULD NOT BE A REMEDIAL PROGRAM, BUT SHOULD BE APPLICABLE TO ALL STUDENTS, BOTH POOR AND GOOD READERS. THE ULTIMATE OBJECTIVE IS A PROGRAM THAT TEACHES ALL PHASES OF READING. TO IMPROVE PARENT-TEACHER RELATIONSHIPS, THE TEACHER IS ADVISED TO HAVE AT LEAST A BASIC KNOWLEDGE OF SPANISH. ONE OF THE FIRST TASKS CONFRONTING A TEACHER OF SPANISH-SPEAKING CHILD IS TO SLOW DOWN THE CHILD'S SPEECH RATE. THE USE OF PHONICS IN SPEECH IS STRESSED. ENGLISH CONSTRUCTIONS AND USAGES WITH SPANISH-SPEAKING CHILDREN GENERALLY FIND DIFFICULT ARE GIVEN. SINCE PRESENT READING PROGRAMS FOR NONENGLISH SPEAKING CHILDREN ARE CONSIDERED INADEQUATE, TWENTY UNITS TO BEGIN THE CHILD IN HIS STUDY OF ENGLISH ARE INCLUDED.

INSTITUTION NAME: EL PASO BOARD OF EDUCATION, TEX.; EL PASO PUBLIC SCHOOLS, TEX.

ACCESSION NUMBER: ED001493

PUBLICATION DATE: 64

TITLE: BICULTURAL LINGUISTIC CONCEPTS IN EDUCATION. A HANDBOOK OF SUGGESTIONS, PRIMARY TO ADULT, FOR THE CLASSROOM TEACHER, THE GUIDANCE COUNSELOR, THE ADMINISTRATOR.

PERSONAL AUTHOR: LEIGHTON, E. ROBY

IDENTIFIER: AMERICAN INDIAN; ARIZONA; TUCSON

EDRS PRICE: EDRS PRICE MF-$0.18 HC-$2.68

DESCRIPTIVE NOTE: 65P.

A SUMMER WORKSHOP CONCERNED WITH THE EDUCATION OF THE SPANISH- AND INDIAN-SPEAKING STUDENTS OF NEW MEXICO AND ARIZONA MET IN TUCSON, ARIZONA, TO ESTABLISH OBJECTIVES REGARDING THESE CHILDREN AND THEIR SPEAKING PROBLEMS. THE STUDENTS WERE DROPPING OUT OF SCHOOL AS A RESULT OF ACADEMIC AND SOCIAL FAILURE AND FRUSTRATION. BICULTURAL GUIDANCE, AN APPROACH INVOLVING BOTH THE TEACHER AND THE COUNSELOR, WAS SUGGESTED. THE BROAD DIFFERENCES IN THE CULTURAL PATTERNS OF VALUE ORIENTATION WERE RECOGNIZED. SOMETIMES THE TEACHER MAY MISJUDGE A STUDENT'S MOTIVATION. THE TEACHER SHOULD REALIZE THAT MANY CULTURALLY DIFFERENT STUDENTS HAVE A HOPELESS ATTITUDE BECAUSE OF A DEEP-SEATED SENSE OF INFERIORITY GROWING FROM THEIR COMPETITION WITH ANGLO-AMERICAN STUDENTS. IN THE AREA OF ORAL COMMUNICATION, THE TEACHER SHOULD EMPHASIZE INTONATION-PITCH, JUNCTURE, AND RHYTHM. HE SHOULD HELP STUDENTS MASTER THE SKILLS OF GRAMMAR, IDIOMS, AND IDIOMATIC USAGE. ENRICHMENT ACTIVITIES, SUCH AS CARDS AND FILMS, SHOULD BE UTILIZED. THE USE OF ART AND DRAMA FOR LANGUAGE LEARNING HAS PROVEN BENEFICIAL IN THE TRANSFERENCE OF SELF-DEVELOPED DRAWINGS TO VERBALIZATION. WITH THE USE OF DRAMATIZATION, A PLOT ONCE ESTABLISHED, COULD MODIFY AND CORRECT POOR SENTENCE PATTERNS. IN ART AND DRAMA, CULTURAL VALUES (DIFFERENCES AND SIMILIARITIES) COULD BE EXPLAINED, DISCUSSED AND EVALUATED. SOME OF THE REASONS THAT SPANISH AND INDIAN STUDENTS HAVE DIFFICULTY WITH LANGUAGE IS THAT THEY EXPERIENCE BASIC CONFUSION ABOUT SPEECH SOUNDS. REMEDIAL PROGRAMS SHOULD BE AIMED AT THE NEEDS OF THESE STUDENTS.

ACCESSION NUMBER: ED001498

TITLE: SPANISH IN THE SOUTHWEST.

PERSONAL AUTHOR: SANCHEZ, GEORGE I.

IDENTIFIER: MEXICAN AMERICAN

EDRS PRICE: EDRS PRICE MF-$0.09 HC-$0.72

DESCRIPTIVE NOTE: 16P.

IN THE AMERICAN SOUTHWEST, FOUR MILLION SPANISH-AMERICANS ARE CONCENTRATED IN FIVE STATES. THEIR CULTURAL TENACITY IS A PECULIARITY NOT DISPLAYED BY OTHER IMMIGRANT GROUPS. EVEN AFTER 125 YEARS THEY SPEAK AND LIVE IN A SPANISH-AMERICAN SOCIETY. THE REASON FOR THIS IS DIFFICULT TO DISCERN, BUT IT IS FELT BY SOME THAT THIS TENACITY IS VERY NOBLE AND LAUDABLE. IN ATTEMPTING TO EXPLAIN THE SPANISH-AMERICAN SOCIETY, THE AUTHOR GIVES A HISTORY OF THE SPANISH LANGUAGE FROM THE TIME OF THE MOOR INFLUENCE IN SPAIN TO THE INFLUX OF SPANISH-SPEAKING PEOPLES INTO THE SOUTHWEST. THE PROBLEM OF ACCULTURATION IS DISCUSSED. THE SECOND PART OF THE REPORT IS CONCERNED WITH BI-LINGUALISM IN EDUCATION. IT IS POINTED OUT THAT A RICH CULTURE LIES UNHARVESTED BY THE PRESENT EDUCATIONAL SYSTEM. THE TRUE PROBLEM IN THE SCHOOL IS NOT LINGUISTIC BUT IS ONE OF SOCIAL POLICY IN SCHOOL ORGANIZATION WHICH RESULTS IN TEACHING HANDICAPS. ALTHOUGH THE EDUCATIONAL LEVEL OF THE MEXICAN-AMERICAN IS STATISTICALLY QUITE LOW, IT CONTRASTS SHARPLY WITH HIS LINGUAL PROFICIENCY IN HIS NATIVE VERNACULAR. THE REASON FOR THIS LIES WITH HIS ISOLATED POSITION IN AMERICAN SOCIETY. IT SHOULD BE REALIZED THAT BILINGUALISM AND MULTILINGUALISM ARE OF GREAT VALUE IN OUR RELATIONS WITH THE REST OF THE WORLD.

ACCESSION NUMBER: ED001693

PUBLICATION DATE: JUN65

TITLE: THE MIAMI BILINGUAL PROGRAM.

IDENTIFIER: FLORIDA; FORD FOUNDATION PROJECT; MIAMI; MIAMI BILINGUAL PROGRAM

EDRS PRICE: EDRS PRICE MF-$0.09 HC-$0.24

DESCRIPTIVE NOTE: 5P.

IN THE BILINGUAL SCHOOL, ONE OF FOUR PARTS OF THE BILINGUAL PROGRAM, NONENGLISH SPEAKING PUPILS AT ALL LEVELS ARE CLASSIFIED ON THE BASIS OF THEIR PROFICIENCY IN ENGLISH AND GROUPED HOMOGENEOUSLY ACCORDING TO THEIR LANGUAGE ABILITY. ENGLISH IS PRESENTED AS A SECOND LANGAGE. AUDIOLINGUAL TECHNIQUES ARE EMPHASIZED, BUT READING AND WRITING ALSO RECEIVE ATTENTION. A STUDENT ADVANCES ACCORDING TO HIS ABILITY. THE SCHOOL BEGAN IN 1963 WITH SUMMER WORKSHOPS FOR TEACHER TRAINING AND MATERIALS DEVELOPMENT. SIXTEEN GROUPS OF FIRST, SECOND, THIRD AND FOURTH GRADE PUPILS, HALF OF WHOM ARE NATIVE SPEAKERS OF SPANISH AND HALF, NATIVE SPEAKERS OF ENGLISH, ARE INVOLVED IN THE SCHOOL PROGRAM. TEACHERS AND PUPILS WORK IN THEIR OWN LANGUAGE FOR APPROXIMATELY HALF THE DAY AND IN THE SECOND LANGUAGE FOR THE OTHER HALF. EXCEPT FOR THE USE OF BOTH ENGLISH AND SPANISH AS INSTRUCTIONAL MEDIA, THE INSTRUCTIONAL PROGRAM IS COMPARABLE TO THAT OF OTHER MIAMI ELEMENTARY SCHOOLS. OTHER PARTS OF THE FORD FOUNDATION PROJECT (TO EXPIRE ON DECEMBER 31, 1965) ARE-- (1) THE PREPARATION OF LANGUAGE AND READING MATERIALS FOR INTENSIVE USE WITH CHILDREN ENTERING SCHOOL ABLE TO SPEAK ENGLISH OR TO READ OR WRITE IN EITHER THEIR VERNACULAR OR ENGLISH, (2) AN ADAPTATION OF THE LANGUAGE TEXTBOOKS (FRIES AMERICAN ENGLISH SERIES) ORIGINALLY DEVELOPED FOR PUERTO RICAN CHILDREN, AND (3) THE PREPARATION OF GUIDE AND AUDIOVISUAL MATERIALS FOR TEACHERS OF NONENGLISH SPEAKING PUPILS.

ACCESSION NUMBER: ED001694

PUBLICATION DATE: MAY65

TITLE: A "LINGUISTIC" APPROACH TO BEGINNING READING FOR BILINGUAL CHILDREN.

PERSONAL AUTHOR: ROBINETT, RALPH F.

IDENTIFIER: FORD FOUNDATION PROJECT; MIAMI; MIAMI BILINGUAL PROGRAM

EDRS PRICE: EDRS PRICE MF-$0.09 HC-$0.92

DESCRIPTIVE NOTE: 21P.

THE BILINGUAL SCHOOL ORGANIZED IN DADE COUNTY, FLORIDA, INCORPORATES A LANGUAGE AND READING PROGRAM EMPHASIZING STRUCTURAL LINGUISTICS. THE SPECIAL READER SERIES BEING UTILIZED, THE "MIAMI LINGUISTIC READERS" SERIES, HAS BEEN DEVELOPED AROUND TEN MAJOR LINGUISTIC AND PEDAGOGICAL PREMISES. THE MATERIAL MUST DEAL WITH TOPICS INTERESTING TO THE CHILDREN AND REFLECT THEIR LANGUAGE FORMS. THE CHILD SHOULD HAVE AURAL-ORAL CONTROL OF THE MATERIAL HE IS EXPECTED TO READ. THE DEVELOPMENT OF BEGINNING READING MATERIAL SHOULD FOCUS ON THE SKILLS INVOLVED IN THE PROCESS OF READING. SOUND SYMBOL PRESENTATIONS SHOULD BE IN TERMS OF SPELLING PATTERNS RATHER THAN INDIVIDUAL LETTER SOUNDS. THE GRAMMATICAL STRUCTURE AND VOCABULARY SHOULD BE CONTROLLED, AND THE CHILD SHOULD LEARN TO READ BY STRUCTURES. WRITING EXPERIENCES SHOULD REINFORCE THOSE OF LISTENING, SPEAKING, AND READING. THE MATERIALS SHOULD BE ORGANIZED SO THE LEARNER MAY ACHIEVE SUCCESS AS HE PROGRESSES THROUGH THE MATERIALS. IN A COMPLETE SENSE, THE PROGRAM TEACHES ENGLISH AS A SECOND LANGUAGE. EACH OF THE PREMISES IS DISCUSSED IN DETAIL WITH REFERENCE MADE TO THE READER SERIES.

INSTITUTION NAME: DADE COUNTY PUBLIC SCHOOLS, MIAMI, FLA.

ACCESSION NUMBER: ED001695

PUBLICATION DATE: 64

TITLE: NAT THE RAT - PUPIL'S BOOK. (TITLE SUPPLIED).

PERSONAL AUTHOR: ROJAS, PAULINE M. ; AND OTHERS

IDENTIFIER: MIAMI; MIAMI BILINGUAL PROGRAM; MIAMI LINGUISTIC READERS

EDRS PRICE: EDRS PRICE MF-$0.09 HC-$1.40

DESCRIPTIVE NOTE: 33P.

THE EXPERIMENTAL EDITION OF "NAT THE RAT" REPRESENTS LEVEL TWO OF THE "MIAMI LINGISTIC READERS" DESIGNED TO BE USED IN TEACHING BEGINNING READING TO PUPILS WHOSE PRESCHOOL LANGUAGE WAS OTHER THAN ENGLISH. THE FIVE MAJOR CHARACTERS IN THE STORY ARE INTRODUCED ON THE FIRST FIVE PAGES OF THE PUPILS' BOOK. ILLUSTRATIONS (BLACK AND WHITE) TO REINFORCE THE VOCABULARY ARE SHOWN ON THE SUCCEEDING PAGES. AT THE END OF THE BOOK, NEW WORDS INTRODUCED IN THE STORY ARE LISTED BY PAGE NUMBER. THE STORY INVOLVES NAT RAT, KING KIM, CAB CAT, RAB RABBIT, AND PAP PIG, AND TAKES PLACE IN AND ABOUT THE KING'S CASTLE. OTHER READERS IN THE SERIES ARE--"BIFF AND TIFF," "KIT KIT AND THE CATFISH," TUG DUCK AND BUZZ BUG," "THE SACK HUT," "ON THE ROK IN THE POND," "THE PICNIC SHIP," "HOT CORN MUFFINS," "THE CAMPING TRIP" AND "THE MAGIC BEAN."

INSTITUTION NAME: DADE COUNTY PUBLIC SCHOOLS, MIAMI, FLA.

ACCESSION NUMBER: ED001696

PUBLICATION DATE: 65

TITLE: PARTICIPANTS 1964-1965 OUT OF STATE FIELD TRIAL, FIRST YEAR MATERIALS, MIAMI LINGUISTIC READERS.

IDENTIFIER: MIAMI; MIAMI LINGUISTIC READERS

EDRS PRICE: EDRS PRICE MF-$0.09 HC-$0.12

DESCRIPTIVE NOTE: 2P.

NAMES AND ADDRESSES OF THE SCHOOLS USING THE "MIAMI LINGUISTIC READERS" SERIES AND THE NAMES OF TEACHER REPRESENTATIVES AND COORDINATORS FOR EACH GROUP IN THE OUT-OF-STATE FIELD TRIAL (1964-65) ARE LISTED. REPRESENTATIVES WERE FROM ARIZONA, CALIFORNIA, PUERTO RICO, COLORADO, NEW MEXICO, AND TEXAS.

INSTITUTION NAME: DADE COUNTY PUBLIC SCHOOLS, MIAMI, FLA.

ACCESSION NUMBER: ED001698

TITLE: TEACHING BILINGUAL CHILDREN.

IDENTIFIER: FRESNO

EDRS PRICE: EDRS PRICE MF-$0.09 HC-$1.60

DESCRIPTIVE NOTE: 39P.

THE PROBLEM INVOLVED WITH TEACHING BILINGUAL CHILDREN IS THEIR POSITION IN TWO WORLDS, THOSE OF ENGLISH AND SPANISH. TO HELP THESE CHILDREN, ACTIVITIES AND METHODS ARE PRESENTED, INTENDED FOR USE WITH CHILDREN FROM KINDERGARTEN THROUGH EIGHTH GRADE. IN KINDERGARTEN, ONE OF THE PRACTICES THAT THE TEACHER OF THE ENGLISH-SPEAKING CLASS SHOULD PUT INTO PRACTICE IS BALANCING THE CLASS, WITH SPANISH-SPEAKING PLACED ALONGSIDE ENGLISH-SPEAKING CHILDREN. A SELECTED SPEAKING VOCABULARY AND MANY OPPORTUNITIES FOR LISTENING SHOULD BE OFFERED. STORIES, POEMS, AND SONGS, PREDOMINANTLY ENGLISH, SHOULD BE USED. IN THE FIRST GRADE, ACTIVITIES SHOULD BE DEVELOPED WHICH BRING THE CHILDREN TOGETHER IN COMMON EXPERIENCES WHERE THEY MAY TALK AND LEARN THROUGH TALKING. ACTIVITIES SHOULD BE UNDERTAKEN WHICH USE MATERIALS SUCH AS POINTS, VOCABULARY CARDS AND BUILDING BLOCKS. SMALL-GROUP INSTRUCTION IN LANGUAGE DEVELOPMENT AT THE INDIVIDUAL'S LEVEL OF NEED SHOULD BE EMPLOYED AS WELL AS STORY AND POEM WRITING. THE TEACHER WORKING WITH SPANISH-SPEAKING BEGINNERS SHOULD HELP THE YOUNGSTERS DEVELOP CONFIDENCE IN THEMSELVES. SHE SHOULD PRAISE ALL THEIR EFFORTS TO SPEAK ENGLISH, AND ACCEPT THEIR USE OF BEGINNING WORDS AND PHRASES. IN TEACHING THE OLDER CHILDREN, TEACHERS SHOULD REALIZE THAT SPANISH-SPEAKING CHILDREN REACT TO THE LEARNING SITUATION IN THE SAME WAY AS DO OTHER CHILDREN. TEACHERS SHOULD APPRECIATE ALSO THE IMPORTANCE OF GOOD HUMAN RELATIONS IN THE LEARNING SITUATION AND EMPHASIZE THE VALUE OF BILINGUALISM. THE SPECIAL NEEDS OF SPANISH-SPEAKING CHILDREN AFTER GRADE ONE REQUIRE THEIR INTEGRATION INTO THE SCHOOL AND COMMUNITY, AND THE DEVELOPMENT OF ENGLISH LANGUAGE SKILLS.

INSTITUTION NAME: FRESNO COUNTY SCHOOLS, CALIF.

ACCESSION NUMBER: ED001700

PUBLICATION DATE: 29OCT63

TITLE: FORD FOUNDATION PROJECTS. PROGRESS REPORT.

PERSONAL AUTHOR: ROBINETT, RALPH F.; ROJAS, PAULINE M.

IDENTIFIER: FLORIDA; MIAMI; MIAMI BILINGUAL PROGRAM

EDRS PRICE: EDRS PRICE MF-$0.09 HC-$1.20

DESCRIPTIVE NOTE: 28P.

THE FORD FOUNDATION PROJECTS INCLUDE--THE PREPARATION OF READING MATERIALS FOR NONENGLISH SPEAKING BILINGUAL PUPILS ENTERING THE FIRST GRADE, THE REVISION OF "FRIES AMERICAN ENGLISH SERIES" FOR NONENGLISH SPEAKING BILINGUAL PUPILS WHO CAN READ AND WRITE IN THEIR OWN VERNACULAR, THE PREPARATION OF AUDIOVISUAL MATERIAL FOR BILINGUAL STUDENTS, AND THE ESTABLISHMENT OF A BILINGUAL SCHOOL. THE SCHOOL IS TO BE ORGANIZED IN DADE COUNTY PRIMARILY FOR CUBAN REFUGEES. THE FIRST THREE PROJECTS ARE IN THE PLANNING STAGES. STAFF ORIENTATION IS TO BE ACCOMPLISHED THROUGH SUMMER INSERVICE WORKSHOPS. MATERIALS DEVELOPED IN THE SUMMER PROGRAM WILL BE UTILIZED IN THE BILINGUAL SCHOOL. THE SCHOOL WILL BEGIN WITH TWELVE GROUPS OF PUPILS--FOUR GROUPS EACH IN FIRST, SECOND, AND THIRD GRADES. TWO TEACHER GROUPS WILL INCLUDE NATIVE SPEAKERS OF ENGLISH, AND TWO, NATIVE SPEAKERS OF SPANISH WITHIN EACH GRADE LEVEL. THE INTER-CULTURAL RELATIONSHIPS WILL ALLOW EACH CULTURAL GROUP TO ADJUST TO THE OTHER'S ABILITIES AND ENVIRONMENT. INFORMATION ON SCHOOL ORGANIZATION, SCHEDULING, CLASSROOM ACTIVITY, TEACHER AIDE SCHEDULES AND THE LONG RANGE TESTING PROGRAM ARE INCLUDED.

ACCESSION NUMBER: ED002515

PUBLICATION DATE: FEB64

TITLE: A MODIFIED "TESL" APPROACH OF TEACHING ENGLISH READING TO SPANISH-SPEAKING PUPILS.

PERSONAL AUTHOR: MCCANNE, ROY

IDENTIFIER: DENVER; TEACHING ENGLISH AS A SECOND LANGUAGE; TESL

EDRS PRICE: EDRS PRICE MF-$0.09 HC-$0.32

DESCRIPTIVE NOTE: 5P.

A MEANS OF ADAPTING THE TEACHING OF ENGLISH LANGUAGE ARTS TO THE SPECIAL NEEDS OF STUDENTS FROM SPANISH-SPEAKING HOMES IS PRESENTED. THE MODIFIED TESL (TEACHING ENGLISH AS A SECOND LANGUAGE) APPROACH ASSUMES THAT CHILDREN HAVE NO COMMAND OF ENGLISH AT SCHOOL ENTRANCE. THE READINESS ACTIVITY IS LARGELY AURAL-ORAL WITH EMPHASIS ON LISTENING AND SPEAKING TO BUILD ORAL VOCABULARY, ON HABITUAL PATTERNS OF ENGLISH SENTENCE STRUCTURE, AND ON CORRECT PRONUNCIATION. WRITTEN MATERIALS DESIGNED FOR AURAL-ORAL PRACTICE CONTINUE THE DEVELOPMENT OF COMPREHENSION IN ENGLISH WITH A MINIMUM OF DIRECT TRANSLATION FROM SPANISH. INDEPENDENT ORAL VOCABULARY GROWS THROUGH SCHOOL ACTIVITIES CONDUCTED IN ENGLISH, THE USE OF CONTEXT CLUES, STRUCTURAL ANALYSIS, AND DICTIONARY SKILLS DEVELOP WHEN SUFFICIENT COMMAND OF ORAL AND WRITTEN ENGLISH IS ESTABLISHED. A LIST OF PRIMARY GRADE MATERIALS FOR CLASSROOM USE BY SPANISH-SPEAKING PUPILS INCLUDES THE "WE LEARN ENGLISH" SERIES BY FAYE BUMPASS AND "AMERICAN ENGLISH FOR ALL THE WORLD" BY GONZALES WHEELER. PRIMARY GRADE LEVEL MANUALS FOR TEACHERS OF INDIAN CHILDREN ARE LISTED, A BIBLIOGRAPHY OF TEACHERS MANUALS AND PROFESSIONAL MATERIALS ON THE TEACHING OF ENGLISH AS A SECOND LANGUAGE IS INCLUDED.

INSTITUTION NAME: COLORADO STATE DEPT. OF EDUCATION, DENVER.

ACCESSION NUMBER: ED002617

PUBLICATION DATE: JAN63

TITLE: MEXICAN-AMERICAN SEMINAR.

IDENTIFIER: PHOENIX

EDRS PRICE: EDRS PRICE MF-$0.18 HC-$3.32

DESCRIPTIVE NOTE: 31P.

A SERIES OF SPEECHES DELIVERED AT A SEMINAR ON EDUCATIONAL INNOVATIONS FOR THE SPANISH-SPEAKING CHILD IS PRESENTED. REPRESENTATIVE SPEECHES ARE DISCUSSED. THE LATIN-AMERICAN IN THE SOUTHWEST IS A CONGLOMERATION OF MANY CULTURES AND PEOPLES. HE COMPOSES THE NEWEST IMMIGRANT AND THE OLDEST SETTLER, THE HAUGHTY SPANIARD AND THE STOLID INDIAN. HIS LOYALTY TO HIS COUNTRY IS UNQUESTIONED, YET HE IS OFTEN EXCLUDED FROM PARTICIPATION IN THE LARGER SOCIETY. POLITICAL PRESSURE IS A MEANS TO HELP THE LATIN-AMERICAN WHOSE RESOURCES CAN GREATLY CONTRIBUTE TO THE SOCIETY AND CULTURE AROUND HIM. A PRESCHOOL PROGRAM FOR NON-ENGLISH-SPEAKING CHILDREN CAME INTO BEING AS A RESULT OF CONCERN ABOUT CHILDREN WHO ENTERED THE FIRST GRADE WITHOUT KNOWLEDGE OF ENGLISH AND WHO CONSEQUENTLY DEVELOPED EMOTIONAL PROBLEMS, DID POORLY THROUGHOUT SCHOOL, AND BECAME DROPOUTS. TO ENABLE NON-ENGLISH-SPEAKING STUDENTS TO COMMUNICATE WITH TEACHERS UPON ENTERING SCHOOL, A PROGRAM OF 120 HOURS OF INSTRUCTION WAS ORGANIZED, IT STRESSED A 400 BASIC WORD VOCABULARY. DENVER PUBLIC SCHOOLS HAVE MANY PROGRAMS UNDERWAY TO IMPROVE EDUCATIONAL OPPORTUNITIES FOR BILINGUAL CHILDREN WITHOUT NECESSITATING SEGREGATION. THE PROGRAMS EMPHASIZE THE EXCEPTIONAL CHILD, READING AND SPEAKING IMPROVEMENT, SUMMER SCHOOL, AND TEACHER WORKSHOPS. OTHER TOPICS PRESENTED INCLUDE THE MEXICAN-AMERICAN STUDENT AND PARENT, THE TEACHING OF ENGLISH TO SPANISH-SPEAKING PUPILS, DROPOUTS, SPECIAL BILINGUAL PROGRAMS, AN ANALYSIS OF DATA ON SPANISH-SPEAKING PEOPLE, AND MOTIVATION TO BE STRESSED IN AREAS OF EDUCATION AND EMPLOYMENT.

INSTITUTION NAME: ARIZONA STATE EMPLOYMENT SERVICE, PHOENIX.

ACCESSION NUMBER: ED002810

PUBLICATION DATE: 60

TITLE: INVESTIGATION OF MENTAL RETARDATION IN RELATION TO BILINGUAL AND SUBCULTURAL FACTORS.

PERSONAL AUTHOR: MCGRATH, G.D. ; AND OTHERS

IDENTIFIER: *AMERICAN INDIAN; ARIZONA; TEMPE

EDRS PRICE: EDRS PRICE MF-$0.54 HC-$14.92

DESCRIPTIVE NOTE: 373P.

THE PURPOSE OF THIS STUDY WAS TO INVESTIGATE THE DIFFERENCE BETWEEN TRUE MENTAL DEFICIENCY AND PSEUDOMENTAL DEFICIENCY DUE TO LANGUAGE, CULTURAL, AND SOCIOECONOMIC LIMITATIONS. THE FACTORS WERE STUDIED BY THE METHOD OF REPEATED TESTS OVER A 3-YEAR SPAN IN AN ADAPTED BUT RELATIVELY CONSTANT LEARNING SITUATION. MENTAL ACHIEVEMENT, LANGUAGE TESTS, AND SOCIOLOGICAL STUDY OF THE CHILDREN'S ENVIRONMENTS WERE USED AS CRITERIA. THE SUBJECTS WERE 188 RECENT IMMIGRANT MEXICAN AND INDIAN CHILDREN IN SPECIAL CLASSES FOR BILINGUAL CHILDREN. MENTAL RETARDATION IS APPARENT AMONG SOME BILINGUAL CHILDREN BUT OFTEN IS PSEUDO AS THE RESULT OF MANY FACTORS, INCLUDING SOCIOECONOMIC ATTITUDES, FAMILY BACKGROUND, AND OTHERS. TYPICAL SCHOOL PROGRAMS ARE NOT ADEQUATELY DESIGNED TO MEET THE NEEDS OR BRING OUT THE FULL POTENTIAL OF THESE BILINGUAL CHILDREN WHO HAVE HIGH MENTAL ABILITIES, AS DEMONSTRATED BY THE FACT THAT THEY HAVE DEVELOPED SOME FACILITY WITH TWO LANGUAGES. MORE STUDIES ARE RECOMMENDED AND THE NECESSITY OF CONTINUED WORK RELATED TO THE FIELD OF BILINGUAL CHILDREN IS MADE APPARENT THROUGHOUT THE STUDY. (GC)

INSTITUTION NAME: ARIZONA STATE UNIV., TEMPE. COLL. OF EDUCATION.

ACCESSION NUMBER: ED003082

PUBLICATION DATE: 65

TITLE: TELEVISION AS AN INSTRUMENT FOR THE CONTINUING EDUCATION OF SPANISH-SPEAKING FAMILIES.

PERSONAL AUTHOR: MILLARD, W.J., JR.; SCHENKKAN, R.F.

IDENTIFIER: AUSTIN; SAN ANTONIO; TEXAS

EDRS PRICE: EDRS PRICE MF-$0.27 HC-$5.40

DESCRIPTIVE NOTE: 135P.

THE MAJOR PURPOSE OF THIS RESEARCH WAS TO INVESTIGATE MEDIA BEHAVIOR OF A SPANISH-SPEAKING POPULATION SAMPLE, WITH PARTICULAR REFERENCE TO TELEVISION AND RADIO, AND IN THIS CONNECTION TO STUDY THE CHARACTERISTICS OF SPANISH-SPEAKING AUDIENCES AT LOWER ECONOMIC LEVELS. THIS WAS DONE TO APPRAISE THE POSSIBLE USE OF RADIO AND TELEVISION FOR REACHING SUCH FAMILIES WITH PROGRAMS DESIGNED TO SATISFY THEIR NEEDS. PERSONAL INTERVIEWS WERE CARRIED OUT, IN A RANDOMLY SELECTED SAMPLE OF SPANISH-SPEAKING HOMES, FOR COMPARATIVE PURPOSES IN NEIGHBORHOODS WHERE ENGLISH WAS THE NATIVE TONGUE AND WHERE THE SOCIOECONOMIC STATUS WAS HIGHER. QUESTIONNAIRES WERE ALSO FILLED OUT BY A SAMPLE OF SPANISH-SPEAKING, NINTH-GRADE STUDENTS IN POOR NEIGHBORHOODS, AND BY STUDENTS IN THE SAME GRADE FROM MIDDLE- AND UPPER-CLASS SCHOOLS. OVER 650 RESPONDENTS, BOTH ENGLISH- AND SPANISH-SPEAKING, WERE INVOLVED. FINDINGS WERE REPORTED ON THE FOLLOWING--(1) TELEVISION AND RADIO LISTENING HABITS, (2) NEWSPAPER AND MAGAZINE READERSHIP, (3) "MOVEIEGOING," (4) SPANISH-USAGE IN THE HOME, (5) COMPARATIVE ATTITUDES TOWARD SCHOOL AND TEACHERS, AND (6) WORLD OUTLOOK. DETAILED FINDINGS WERE PRESENTED WHICH INDICATED MANY SUBAUDIENCES. FEW BROAD GENERALIZATIONS WERE MADE. (JC)

INSTITUTION NAME: TEXAS UNIV., AUSTIN.

ACCESSION NUMBER: ED003554

PUBLICATION DATE: 61

TITLE: IMPROVING LANGUAGE ARTS OF BILINGUALS THROUGH AUDIOVISUAL MEANS.

PERSONAL AUTHOR: CLINE, MARION, JR.

IDENTIFIER: LAS VEGAS; NEW MEXICO

EDRS PRICE: EDRS PRICE MF-$0.18 HC-$4.00

DESCRIPTIVE NOTE: 100P.

THIS IS AN EVALUATION OF THE USE OF AUDIOVISUAL AIDS WITH BILINGUAL SPANISH-SPEAKING CHILDREN OF NORTHERN NEW MEXICO. THE SCHOOL YEARS OF 1959-61 WERE SPENT IN SEEKING THE MEANS OF OVERCOMING THE LANGUAGE HANDICAPS OF BILINGUAL PUPILS BY THE USE OF AUDIOVISUAL AIDS. TWELVE GROUPS WERE USED, 6 EXPERIMENTAL AND 6 CONTROL GROUPS. DURING 1/2 HOUR A DAY FOR A TOTAL OF 2 1/2 HOURS PER WEEK, THE EXPERIMENTAL GROUPS WERE TAUGHT WITH ALL AVAILABLE VISUAL AND AUDIO AIDS SUITED TO THE FOURTH-GRADE CURRICULUM. THE CONTROL GROUPS WERE INSTRUCTED WITHOUT SPECIAL ATTENTION TO AUDIOVISUALS. TEACHERS SELECTED FOR THE PROJECT HAD PARTICIPATED IN A SUMMER WORKSHOP ON AUDIOVISUAL AIDS. ACHIEVEMENT TESTS AND ORAL READING TESTS WERE ADMINISTERED TO BOTH GROUPS. ON MOST OF THE VARIABLES, THE EXPERIMENTAL GROUPS ACHIEVED SIGNIFICANTLY BETTER RESULTS THAN THE CONTROL GROUPS. A NUMBER OF SIGNIFICANT RECOMMENDATIONS FOR RESEARCH ON PREPARATION AND USE OF AUDIOVISUAL AIDS ARE INCLUDED IN THE REPORT. (JC)

INSTITUTION NAME: NEW MEXICO HIGHLANDS UNIV., LAS VEGAS.

ACCESSION NUMBER: ED003908

PUBLICATION DATE: 60

TITLE: SOME RECOMMENDATIONS ON THE SELECTION OF ENTRIES FOR A BILINGUAL DICTIONARY.

PERSONAL AUTHOR: SWANSON, DONALD C.

IDENTIFIER: BLOOMINGTON; INDIANA

EDRS PRICE: EDRS PRICE MF-$0.09 HC-$0.64

DESCRIPTIVE NOTE: 16P.

A GUIDE FOR PREPARING BILINGUAL DICTIONARIES WAS DEVELOPED, EMPHASIZING PROPER METHODS FOR SELECTING DICTIONARY ENTRIES. ASSUMED PURPOSES OF BILINGUAL DICTIONARIES WERE CONSIDERED IN CHOOSING THE SELECTION CRITERIA. A LIST OF POSSIBLE CRITERIA WAS PRESENTED, CENTERING ON THE FORM, SYNTAX, AND MEANING OF WORDS CONSIDERED FOR SELECTION AND THE FREQUENCY OF WHICH THESE WORDS ARE USED. IT WAS SUGGESTED THAT BILINGUAL DICTIONARIES OF INDO-EUROPEAN LANGUAGES SHOULD CONTAIN A MINIMUM OF 5,000-10,000 ENTRIES. THIS REPORT IS ONE OF A SERIES OF 13 PAPERS PRESENTED AT A CONFERENCE ON LEXICOGRAPHY, INDIANA UNIVERSITY, NOVEMBER 11-12, 1960. (JH)

ACCESSION NUMBER: ED010108

PUBLICATION DATE: 66

TITLE: VALUE ORIENTATION AND THE ENGLISH LANGUAGE IN PUERTO RICO--ATTITUDES TOWARD SECOND LANGUAGE LEARNING AMONG NINTH-GRADE PUPILS AND THEIR PARENTS.

PERSONAL AUTHOR: EPSTEIN, ERWIN H.

IDENTIFIER: PUERTO RICO

EDRS PRICE: EDRS PRICE MF-$0.54 HC-$15.12

DESCRIPTIVE NOTE: 378P.

AN ATTEMPT WAS MADE TO MEASURE THE ATTITUDES OF PUERTO RICAN CHILDREN (NINTH GRADERS) TOWARD THE ENGLISH LANGUAGE. THE PRIMARY CONCERN WAS TO ASCERTAIN WHETHER THOSE PUPILS WHO WERE MOST LIKELY TO BENEFIT FROM THE EVALUATION OF THE NEW ORDER WERE THOSE WHO DISPLAYED THE LEAST RESISTANCE TO LEARNING ENGLISH AND THE GREATEST APPRECIATION OF IT AS A MEANS OF SELF-BETTERMENT. THE STUDY WAS CONCERNED WITH NINTH GRADERS OF THE ENTIRE PUERTO RICAN SOCIETY IN BOTH PUBLIC AND CATHOLIC SCHOOLS. IN MAKING THE SURVEY, THE INVESTIGATOR SOUGHT REACTIONS TO SECOND-LANGUAGE LEARNING BEFORE THE ATTRITION RATE OF THE SCHOOL POPULATION BECAME HIGH AND SIFTED OUT MOST OF THE LEAST INTELLIGENT, LEAST MOTIVATED, OR ECONOMICALLY LEAST ENDOWED STUDENTS. PARENTAL ATTITUDES WERE ALSO ELICITED IN ORDER TO ASSESS THE EXISTENCE OF INTERGENERATIONAL DIFFERENCES. A REVIEW OF THE FINDINGS REVEALS A PICTURE CONTRARY TO MANY ANTICIPATIONS. FOR EXAMPLE, LITTLE RELATIONSHIP WAS FOUND BETWEEN THE PLACE OF RESIDENCE AND THE ATTITUDE TOWARD ENGLISH. NO CONSISTENT POSITIVE RELATIONSHIP WITH SOCIOECONOMIC POSITION WAS UNCOVERED. MANY ATTITUDES WERE RELATED SIGNIFICANTLY TO SOCIAL MOBILITY. A TOTAL OF 224 TABLES WERE INCLUDED. (JC)

INSTITUTION NAME: CHICAGO UNIV., ILL.

ED010291

STAFFORD, KENNETH R.

PROBLEM SOLVING AS A FUNCTION OF LANGUAGE.

PUB DATE 31AUG66

EDRS PRICE MF-$0.09 HC-$1.64

THIS RESEARCH ATTEMPTED TO RELATE PROBLEM-SOLVING BEHAVIOR TO LANGUAGE BY FINDING RELATIONSHIPS BETWEEN (1) PROBLEM SOLVING AND LANGUAGE TYPE AND (2) PROBLEM SOLVING AND CATEGORIES OF BILINGUALISM. ENGLISH-SPEAKING MONOLINGUAL AND TYPES OF BILINGUAL NAVAHO EIGHTH-GRADE PUPILS WERE COMPARED ON PROBLEM-SOLVING TASKS. IQ AND READING COMPREHENSION WERE CONTROLLED. FINDINGS INDICATED THAT THE COMPOUND BILINGUALS DID LESS WELL THAN COORDINATE BILINGUALS AND ENGLISH-SPEAKING MONOLINGUALS, BUT THAT THERE WAS NO DIFFERENCE BETWEEN THE COORDINATE BILINGUALS AND THE MONOLINGUALS. DIFFERENCES WERE EXPLAINED IN TERMS OF OSGOOD'S TWO-STAGE MEDIATION MODEL AND INTERFERENCE. IMPLICATIONS FOR THE LANGUAGE TRAINING OF BILINGUALS WERE MENTIONED. (GD)

41P.

ARIZONA STATE UNIV., TEMPE.

ED010380

MCCANNE, ROY

A STUDY OF APPROACHES TO FIRST-GRADE ENGLISH READING INSTRUCTION FOR CHILDREN FROM SPANISH-SPEAKING HOMES.

PUB DATE 66

EDRS PRICE MF-$0.45 HC-$10.80

COMPARISONS WERE MADE AMONG THREE APPROACHES TO DEVELOPING ENGLISH ARTS SKILLS, PARTICULARLY IN READING, WITH FIRST-GRADE CHILDREN FROM SPANISH-SPEAKING HOMES. PARTICIPATING CHILDREN WERE RANDOMLY GIVEN ONE OF THREE INSTRUCTIONAL TREATMENTS FOR ENGLISH-READING--(1) BASAL READING, (2) SECOND LANGUAGE READING, AND (3) LANGUAGE-EXPERIENCE READING. IT WAS HYPOTHESIZED THAT THERE WOULD BE NO DIFFERENCE IN THESE APPROACHES. EACH TREATMENT WAS EXPERIMENTALLY ADMINISTERED FOR 140 SCHOOL DAYS. WITH REFERENCE TO UNDERSTANDING SPOKEN ENGLISH AND TO MECHANICAL WRITING SKILLS, NO SIGNIFICANT DIFFERENCES WERE FOUND AMONG THE THREE APPROACHES. BASAL READING WAS FAVORED WITH REFERENCE TO READING READINESS SKILLS, READING VOCABULARY, WORD RECOGNITION SKILLS, ATTITUDE TOWARD READING, AND GENERAL READING ACHIEVEMENT. BOTH BASAL AND SECOND LANGUAGE READING WERE FAVORED WITH REFERENCE TO ORAL VOCABULARY AND READING COMPREHENSION. FOR THE SKILL OF WRITING FLUENTLY, BOTH THE SECOND LANGUAGE AND LANGUAGE-EXPERIENCE APPROACHES WERE FAVORED. BECAUSE OF RESTRICTIONS PLACED UPON THE STUDY BY TEACHER AND PUPIL POPULATION VARIABLES, ONLY TENTATIVE CONCLUSIONS WERE FORMULATED. (JH)

270P.

COLORADO STATE DEPT. OF EDUCATION, DENVER.

ACCESSION NUMBER: ED010532

PUBLICATION DATE: OCT66

TITLE: A READING PROGRAM FOR MEXICAN-AMERICAN CHILDREN. FIRST INTERIM REPORT.

PERSONAL AUTHOR: AMSDEN, CONSTANCE

IDENTIFIER: CALIFORNIA; LOS ANGELES

EDRS PRICE: EDRS PRICE MF-$0.27 HC-$6.28

DESCRIPTIVE NOTE: 157P.

A PRELIMINARY DEVELOPMENTAL PROGRAM IN BEGINNING READING WAS ESTABLISHED FOR MEXICAN-AMERICAN CHILDREN IN AN EAST LOS ANGELES SCHOOL. THE PROGRAM WAS DESIGNED TO DEVELOP ORAL LANGUAGE SKILLS AND TO REINFORCE TRADITIONAL CULTURAL VALUES IN THE MEXICAN-AMERICAN COMMUNITY. BASELINE DATA WERE OBTAINED ON BOTH READING ACHIEVEMENT AND ORAL LANGUAGE DEVELOPMENT. IN ADDITION, INDEPENDENT STUDIES WERE UNDERTAKEN OF (1) THE SPANISH LANGUAGE PROFICIENCY OF THE CHILDREN AND (2) SPANISH INFLUENCE ON THE CHILDREN'S ORAL ENGLISH. A CONTINUING EMPHASIS ON PARENT PARTICIPATION, INDIVIDUALIZED INSTRUCTION, SELF-INSTRUCTION, AND CULTURAL AWARENESS WAS RECOMMENDED TO ASSURE THE CHILDREN'S ACADEMIC PROGRESS AND TO DEVELOP THEIR SENSES OF IDENTITY AND SELF-ESTEEM. (JH)

INSTITUTION NAME: CALIFORNIA STATE COLL., LOS ANGELES.

ACCESSION NUMBER: ED010744

PUBLICATION DATE: 08DEC65

TITLE: BILINGUALISM--A PROBLEM OR AN ASSET.

PERSONAL AUTHOR: KNOWLTON, CLARK S.

IDENTIFIER: NEW MEXICO SCHOOLS; TEXAS SCHOOLS

EDRS PRICE: EDRS PRICE MF-$0.09 HC-$0.52

DESCRIPTIVE NOTE: 13P.

THE AUTHOR DISCUSSES THE PROBLEMS RATHER THAN THE ASSETS ASSOCIATED WITH BILINGUALISM IN NEW MEXICO AND TEXAS SCHOOLS. HE STATES THAT MANY SPANISH-SPEAKING STUDENTS DO NOT LEARN BECAUSE THE SCHOOLS ARE BIASED AGAINST THEM IN THE FOLLOWING WAYS--(1) THE LOW TAXING ABILITY OF THE COMMUNITY PROVIDES ONLY FOR ILL-STAFFED AND ILL-EQUIPPED SCHOOLS, (2) THE STUDENTS CANNOT LEARN OTHER SUBJECT MATTER, AS EXPECTED, BEFORE THEY MASTER ENGLISH, AND (3) SPANISH-SPEAKING CHILDREN LEARN TO REGARD THEIR NATIVE LANGUAGE AND CULTURE AS INFERIOR TO THAT OF THE ANGLO-AMERICANS. THE AUTHOR CONCLUDES THAT THE SCHOOLS SHOULD TEACH THESE STUDENTS IN THEIR NATIVE LANGUAGE WHILE THEY ARE MASTERING ENGLISH, TO ENABLE THEM TO LEARN OTHER SUBJECT MATTER EARLIER AND DEVELOP AN APPRECIATION OF THEIR NATIVE LANGUAGE AND CULTURE. HE SUGGESTS THAT CREATIVE SYNTHESIS OF THE SOUTHWEST CULTURES WILL PRODUCE CLASSROOMS IN WHICH THE FULLEST POTENTIAL OF THE ANGLO-AMERICAN, MEXICAN-AMERICAN, AND INDIAN CULTURES WILL BE ATTAINED. THIS IS A SPEECH PREPARED FOR DELIVERY TO THE MEETING OF STAFF AND FACULTY OF ANTHONY SCHOOL DISTRICT (ANTHONY, NEW MEXICO, DECEMBER 8, 1965). (CL)

ACCESSION NUMBER: ED011179

PUBLICATION DATE: FEB66

TITLE: STIMULUS MODES AND LANGUAGE MEDIA--A STUDY OF BILINGUALS.

PERSONAL AUTHOR: MASSAD, CAROLYN EMRICK ; AND OTHERS

IDENTIFIER: CHICAGO

EDRS PRICE: EDRS PRICE MF-$0.09 HC-$0.52

DESCRIPTIVE NOTE: 13P.

ELEVEN ENGLISH-SPANISH BILINGUAL COLLEGE STUDENTS PARTICIPATED IN A WORD-ASSOCIATION STUDY. EACH SUBJECT WAS PRESENTED 35 STIMULI IN EACH OF FOUR CONDITIONS--PRINTED ENGLISH WORDS FOR ENGLISH RESPONSES, PICTURES FOR ENGLISH RESPONSES, PRINTED SPANISH WORDS FOR SPANISH RESPONSES, AND PICTURES FOR SPANISH RESPONSES. THE SPANISH-PRINTED WORDS WERE THE COMMON EQUIVALENT TRANSLATION OF THE ENGLISH WORDS. THE PICTURES WERE SIMPLE LINE DRAWINGS OF THE OBJECTS NAMED BY THE 35 PRINTED WORD STIMULI. EACH SUBJECT WAS RANDOMLY ASSIGNED THE ORDER OF PRESENTATION OF EACH OF THE FOUR CONDITIONS. THE RESULTS, CATEGORIZED INTO SENSE-IMPRESSION AND NON-SENSE-IMPRESSION RESPONSES, INDICATED THAT IN BOTH ENGLISH AND SPANISH THE PROPORTION OF SENSE-IMPRESSION RESPONSES DID NOT VARY SIGNIFICANTLY ACROSS THE TWO STIMULUS MODES (WORDS AND PICTURES), NOR DID THE PROPORTION OF SENSE-IMPRESSION RESPONSES VARY SIGNIFICANTLY ACROSS THE TWO LANGUAGES, WHETHER STIMULI WERE PRESENTED IN THE WORD OR PICTURE MODE. HOWEVER, A TREND SEEN IN THE DATA TENDS TO INDICATE THAT WORDS RATHER THAN PICTURES EVOKE MORE SENSORY REACTIONS AND THAT ONE LANGUAGE (SPANISH) ELICITS MORE SENSE-IMPRESSION RESPONSES THAN ANOTHER (ENGLISH). A LARGER STUDY IS NEEDED. ONE OF SEVERAL IMPLICATIONS OF THE STUDY IS THE NEED TO CAREFULLY EVALUATE AUDIOVISUAL INSTRUCTIONAL METHODS IN LANGUAGE TEACHING. TABLES OF THE STIMULUS WORDS, THE RESPONSE CATEGORIES, AND CONCLUDING DATA ARE INCLUDED WITH A LIST OF REFERENCES. THIS PAPER WAS READ AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONFERENCE (CHICAGO, FEBRUARY 1966). (AUTHOR)

ACCESSION NUMBER: ED011210

PUBLICATION DATE: 62

TITLE: A NEW APPROACH TO SECOND LANGUAGE TEACHING.

PERSONAL AUTHOR: SIZEMORE, MAMIE

IDENTIFIER: PHOENIX

EDRS PRICE: EDRS PRICE MF-$0.09 HC-$1.96

DESCRIPTIVE NOTE: 49P.

THIS IS AN UP-DATED EDITION OF ARIZONA STATE DEPARTMENT OF EDUCATION'S 1939 "INSTRUCTION OF BILINGUAL CHILDREN" PUBLICATION. ITS PURPOSE IS TO PRESENT THE PRINCIPLES OF MODERN LINGUISTIC SCIENCE AS THEY RELATE TO TEACHING ENGLISH AS A SECOND LANGUAGE. AREAS COVERED INCLUDE THE PROBLEMS OF BILINGUAL CHILDREN, IMPORTANCE OF A FRIENDLY CLASSROOM CLIMATE, CULTURAL CONFLICTS IN TEACHING INDIAN CHILDREN, CURRICULUM OVERVIEWS, INCLUDING LANGUAGE ARTS, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES, THE ROLE OF THE LINGUIST IN THE CLASSROOM, AN OVERVIEW OF TEACHING ENGLISH AS A SECOND LANGUAGE, AND COMPARISONS BETWEEN ENGLISH AND THE NAVAHO AND SPANISH LANGUAGES. REFERENCE MATERIALS ARE INCLUDED FOR TEACHERS OF ENGLISH AS A SECOND LANGUAGE. THE EDITOR STATES THAT THE IDEAS AND PROBLEMS PRESENTED ARE COMMON TO OTHER MINORITY GROUPS. (RB)

INSTITUTION NAME: ARIZONA STATE DEPT. OF PUBLIC INSTRUCTION, PHOENIX.

ED011220

THE INTERMEDIATE TEACHER'S ROLE WITH INDIAN CHILDREN.

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.20

THIS DOCUMENT PRESENTS DESIRABLE CHARACTERISTICS POSSESSED BY INTERMEDIATE GRADE TEACHERS OF INDIAN CHILDREN. TO BE EFFECTIVE WITH INDIAN CHILDREN, INTERMEDIATE GRADE TEACHERS SHOULD HAVE WARMTH, SUPPORTIVENESS, AN UNDERSTANDING PERSONALITY, AND AN ENCOURAGING APPROACH. IN ADDITION, THEY SHOULD HAVE INSERVICE TRAINING AND BE AWARE OF BILINGUAL PROBLEMS. THE LECTURE APPROACH TO TEACHING INDIAN CHILDREN SHOULD BE LIMITED, AND TEACHERS SHOULD HELP THEIR INDIAN STUDENTS DEVELOP A GOOD SELF-IMAGE, A SENSE OF RESPONSIBILITY FOR LAW AND ORDER, AND ATTITUDES APPROPRIATE TO A MIDDLE-CLASS CULTURE. (JH)

5P.

NEVADA STATE DEPARTMENT OF EDUCATION

ED011479

HARRIGAN, JOHN

TESORO DE ORO, BOOKS FOR SPANISH-SPEAKING STUDENTS.

PUB DATE MAY66

EDRS PRICE MF-$0.09 HC-$0.56

THIS DOCUMENT CONTAINS A BIBLIOGRAPHY OF BILINGUAL MATERIALS RELATED TO THE SPANISH-AMERICAN CULTURAL HERITAGE OF THE UNITED STATES, SUITABLE FOR ELEMENTARY AND OLDER STUDENTS. ALSO INCLUDED IS A DIRECTORY OF PUBLISHERS OF THESE MATERIALS AND A LIST OF CRITERIA APPLIED TO THE SELECTION OF THESE MATERIALS. (FS)

14P.

COLORADO STATE DEPT. OF EDUCATION, DENVER.

ACCESSION NUMBER: ED011607

TITLE: BILINGUAL RESEARCH STUDY, LINGUISTIC BUILDUPS IN ENGLISH FOR DISADVANTAGED SPANISH-SPEAKING CHILDREN.

PERSONAL AUTHOR: OTT, ELIZABETH

IDENTIFIER: AUSTIN

EDRS PRICE: EDRS PRICE MF-$0.09 HC-$0.32

DESCRIPTIVE NOTE: 8P.

THE FOUR LANGUAGE LESSONS INCLUDED IN THIS REPORT USE SIMPLE SCIENCE CONCEPTS AND AN ORAL-AURAL APPROACH TO DEVELOP LINGUISTIC BUILDUPS IN ENGLISH FOR DISADVANTAGED SPANISH-SPEAKING CHILDREN. THE LESSONS WERE DESIGNED TO DEVELOP FLUENCY IN ENGLISH FOR SELF-IDENTIFICATION AND DAILY COMMUNICATION OF BASIC NEEDS. SHORT, SIMPLE SENTENCES IN THE PRESENT TENSE ARE TAUGHT IN A BRIEF DIALOG. THE DIALOG IS CARRIED ON FIRST BETWEEN THE INDIVIDUAL PUPIL AND THE TEACHER, AND THEN THE ENTIRE GROUP PARTICIPATES FOR A SECOND SET OF SIMPLE SENTENCES IN DIALOG FORM. (GD)

ACCESSION NUMBER: ED011609

PUBLICATION DATE: FEB66

TITLE: SOME CULTURAL ANTHROPOLOGICAL ASPECTS OF ENGLISH AS A SECOND LANGUAGE.

PERSONAL AUTHOR: RUBEL, ARTHUR J.

IDENTIFIER: AUSTIN

EDRS PRICE: EDRS PRICE MF-$0.09 HC-$0.24

DESCRIPTIVE NOTE: 6P.

THE SOCIAL SYMBOLISM OF ENGLISH AS A SECOND LANGUAGE FOR MEXICAN-AMERICANS WAS DISCUSSED AT A SYMPOSIUM. THE CULTURAL FACTORS RELATED TO THIS SYMBOLISM WERE OBSERVED BY THE AUTHOR IN THE COURSE OF CONDUCTING TWO DIFFERENT ANTHROPOLOGICAL STUDIES OF THE SOCIAL LIFE OF AMERICANS OF MEXICAN DESCENT IN SOUTH TEXAS. THE RESULTS OF THESE STUDIES WERE ALSO RELATED TO A STUDY OF THE MEXICAN-AMERICAN COMMUNITY OF TUCSON. POPULATION GROWTHS OF BOTH MEXICANS AND ANGLOS IN THE TWO AREAS WERE OBSERVED TO BE COMPARABLE. THE ANGLOS WERE PRINCIPALLY OF MIDDLE- AND UPPER-CLASS BACKGROUNDS AND ECONOMICALLY SUCCESSFUL, WHILE MOST OF THE MEXICANS WERE UNSKILLED, UNDEREDUCATED, POVERTY-STRIKEN IMMIGRANTS FROM RURAL MEXICO. THE AUTHOR ASSERTS THAT THE SOCIAL IDEOLOGY GUIDING INTERGROUP RELATIONS IN THE SOUTHWEST AFFIRMS THIS TO BE AN OPEN-CLASS SOCIETY IN WHICH SPANISH-SPEAKING AMERICANS FORM AS MUCH A PART AS THE ANGLOS. IN CONTRAST, MEXICAN-AMERICANS MUST ACQUIRE ANGLO TRAITS OF BEHAVIOR TO BETTER THEIR WELFARE AND SOCIAL STATUS. IN THIS SITUATION, THE MEXICAN AMERICANS ACCEPT THE NEED TO ACQUIRE ENGLISH-LANGUAGE SKILLS, BUT SEE NO ADVANTAGE IN ADOPTING OTHER ANGLO CULTURAL TRAITS. THEY REGARD THOSE WHO GIVE UP SPANISH AS TURNING THEIR BACKS ON THEIR PEOPLE. THEY SEE THE PROHIBITION OF THE USE OF SPANISH ON THE SCHOOL GROUNDS AS DEGRADING THEIR ENTIRE TRADITIONAL WAY OF LIFE. THE RETENTION OF SPANISH IDENTIFIES A SEPARATE CULTURAL GROUP, WHILE THE USE OF ENGLISH LESSENS THE IDENTIFICATION OF THESE PEOPLE WITH MEXICO AND THEIR MEXICAN CULTURAL HERITAGE. (AL)

ED012193

SIZEMORE, MAMIE ; AND OTHERS

COLORADO INDIAN EDUCATION WORKSHOP PAPERS.

PUB DATE 64

EDRS PRICE MF-$0.18 HC-$3.24

THIS DOCUMENT IS A COLLECTION OF ARTICLES WRITTEN BY MEMBERS OF THE COLORADO INDIAN EDUCATION WORKSHOP. THE ARTICLES ARE CONCERNED WITH THE PROBLEMS OF SOCIAL, CULTURAL, MORAL, EMOTIONAL, AND INTELLECTUAL DEVELOPMENT OF BILINGUAL-BICULTURAL CHILDREN, AS A MEANINGFUL CURRICULUM IS DEVELOPED TO CORRELATE WITH THEIR SOCIAL AND CULTURAL ENVIRONMENT. THE CHILDREN CITED IN THE ARTICLES ARE--NAVAJO, APACHE, PUEBLO, COMANCHE, UTE, ESKIMO, AND SPANISH-AMERICAN.

81P.

ADAMS STATE COLL., ALAMOSA, COLO.

ED012194

KNOWLTON, CLARK S.

SPANISH-AMERICAN SCHOOLS IN THE 1960'S.

PUB DATE AUG66

EDRS PRICE MF-$0.09 HC-$0.72

IN THIS SPEECH TO THE TEACHERS OF LAS VEGAS, NEW MEXICO, THE AUTHOR REFERS TO THE RICH SPANISH, MEXICAN, AND INDIAN CULTURES AVAILABLE FOR SOCIOLOGICAL STUDY IN NORTHERN NEW MEXICO AND SOUTHWESTERN UNITED STATES. HE BELIEVES THE PLIGHT OF THE INDIANS AND THE SPANISH AMERICAN PEOPLE IS DUE TO DEPRIVATION FROM POLITICAL OFFICE, SOCIOLOGICAL ADVANCEMENT, ECONOMIC SECURITY, EDUCATIONAL SUCCESS, AND FROM LACK OF KNOWLEDGE OF THE GREAT ACHIEVEMENTS IN THEIR OWN HISTORICAL AND CULTURAL BACKGROUNDS THIS DEPRIVATION RESULTS FROM THE ANGLO-AMERICAN CONTROL AND INFLUENCE IN SCHOOL AND GOVERNMENT. TO PROMOTE THE SPANISH AMERICAN CAUSE, THE AUTHOR PROPOSES A PLAN WHICH IS--(1) TO EVALUATE THE SPANISH AMERICAN HISTORICAL AND CULTURAL ROLES IN THE FUTURE OF THE SOUTHWEST, (2) TO MAKE THE SPANISH AMERICAN PEOPLE AND ENTIRE NATION AWARE OF THEIR TRAGIC EXPERIENCES, (3) TO AROUSE THE FEDERAL AND STATE GOVERNMENTS SO THAT THE CONDITIONS OF POVERTY, DISCRIMINATION, AND APATHY MAY BE OVERCOME, AND (4) TO INSTRUCT THE BILINGUAL MEXICAN AMERICAN AND SPANISH AMERICAN STUDENTS IN BOTH SPANISH AND ENGLISH. DR. KNOWLTON CONCLUDES BY SAYING THAT THE RESULTANT BETTER EDUCATION WILL ENABLE THESE PEOPLE TO BECOME MORE ACTIVE IN ASSUMING THEIR RIGHTFUL PLACE IN SOCIETY. THIS SPEECH WAS PREPARED FOR THE 1966 TEACHER ORIENTATION (WEST LAS VEGAS, NEW MEXICO CITY SCHOOLS, AUGUST 31, 1966). (JH)

18P.

LAS VEGAS; NEW MEXICO; SAN MIGUEL COUNTY; SOUTHWESTERN UNITED STATES

ACCESSION NUMBER: ED012455

PUBLICATION DATE: 67

TITLE: SEMANTIC DIFFERENTIAL PROFILES AS RELATED TO MONOLINGUAL-BILINGUAL TYPES.

PERSONAL AUTHOR: STAFFORD, KENNETH R. ; VAN KEUREN, STANLEY R.

IDENTIFIER: FORT DEFIANCE WINDOW ROCK PUBLIC SCHOOLS

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.44

DESCRIPTIVE NOTE: 11P.

IN ORDER TO COMPARE CONCEPTS OF MEANING SIMILARITY OF ENGLISH AND NAVAHO BILINGUALS, AN EXPERIMENT WAS CONDUCTED IN NORTHERN ARIZONA WITH 57 NAVAHO EIGHTH GRADERS. THEY WERE CLASSIFIED AS EITHER "COMPOUND" OR "COORDINATE" BILINGUALS ACCORDING TO WHETHER THEY HAD ASSIMILATED TWO LANGUAGES IN ASSOCIATED CONTEXTS OR IN DISSOCIATED CONTEXTS. THE STUDY WAS DESIGNED TO INVESTIGATE THE SCOPE OF SEMANTIC DISTANCES AMONG MONOLINGUALS, COMPOUND BILINGUALS, AND COORDINATED BILINGUALS, AND TO DETERMINE THE DEGREES OF POLARITY. THE SUBJECTS WERE TESTED AND RATED ON THEIR REACTIONS TO FOUR COMMON CONCEPTS--FATHER, HOME, FOOD, AND ME. ONLY THE SECOND OF TWO PROPOSED HYPOTHESES WAS SUPPORTED, AND FAILURE FOR THE FIRST WAS PERHAPS DUE TO SUBTLE DIFFERENCES IN LANGUAGE PROFICIENCY WHICH THE RESEARCH PROCEDURE DID NOT PICK UP. THE AUTHOR SUGGESTS THAT THIS EXPERIMENT COULD BE A BASIS FOR ADDITIONAL RESEARCH ON THE CORRELATION BETWEEN THE NAVAHO'S LANGUAGE AND HIS CULTURAL ENVIRONMENT. (FB)

ACCESSION NUMBER: ED012559

PUBLICATION DATE: 13APR64

TITLE: EVALUATION OF SCIENCE INSTRUCTION IN SPANISH FOR STUDENTS OF SPANISH SPEAKING BACKGROUND--STEPS IN IMPLEMENTING EXPERIMENTAL PROJECT (FOR SCHOOL INFORMATION).

PERSONAL AUTHOR: LORETAN, JOSEPH O. ; AND OTHERS

IDENTIFIER: NEW YORK CITY; SCIENCE SPANISH PROGRAM

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.96

DESCRIPTIVE NOTE: 24P.

A PROJECT WHOSE PURPOSES WERE TO FOSTER BILINGUALISM, FORESTALL ANTICIPATED DIFFICULTIES IN SCIENCE, AND PROVIDE THE MOTIVATION AND COURSE REQUIREMENTS ESSENTIAL FOR SUCCESS IN HIGH SCHOOL IS DESCRIBED AND ASSESSED IN THIS REPORT. TWO SEVENTH-GRADE CLASSES OF SIMILAR AGE, LANGUAGE BACKGROUND, AND ABILITIES WERE GIVEN THE SAME OR EQUIVALENT PROGRAM IN ALL RESPECTS EXCEPT THREE. THE EXPERIMENTAL GROUP RECEIVED THEIR SCIENCE INSTRUCTION IN SPANISH, USED A SPANISH TEXT, AND WERE GIVEN A COURSE IN THE SPANISH LANGUAGE. AT THE END OF THE EXPERIMENT, BOTH GROUPS WERE MEASURED FOR PROGRESS IN SPANISH, SCIENCE, ENGLISH, AND STUDENT ATTITUDES. THE RESULTS INDICATED THAT ACHIEVEMENT IN SCIENCE AND SPANISH WAS IMPROVED, AND THAT THE PROGRAM MOTIVATED THE STUDENTS, HELPED IMPROVE THEIR SELF-IMAGE AND APPRECIATION FOR THEIR HISPANIC CULTURE, AND BROUGHT ABOUT A DECREASE IN ANXIETY. INCLUDED AS PART OF THIS REPORT ARE A SAMPLE REVIEW PHYSICS TEST IN SPANISH, AND A DEPTH INTERVIEW WITH A SPANISH-SCIENCE TEACHER. (DC)

INSTITUTION NAME: NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.

ACCESSION NUMBER: ED012903

PUBLICATION DATE: DEC66

TITLE: BILINGUAL READINESS IN EARLIEST SCHOOLS YEARS, A CURRICULUM DEMONSTRATION PROJECT.

PERSONAL AUTHOR: FINOCCHIARO, MARY

IDENTIFIER: ESOL; NEW YORK CITY

EDRS PRICE: EDRS PRICE MF-$0.50 HC-$5.04

DESCRIPTIVE NOTE: 126P.

A TWO-YEAR EXPERIMENTAL PROGRAM TO DEVELOP "BILINGUAL READINESS" WAS UNDERTAKEN IN KINDERGARTEN AND FIRST GRADE CLASSES IN NEW YORK CITY. TWO PUBLIC SCHOOLS, ONE IN A POVERTY AREA AND ONE IN A MIDDLE CLASS AREA, WERE CHOSEN FOR THE STUDY. EFFORTS WERE MADE TO CHOOSE SIX KINDERGARTEN AND SIX FIRST GRADE CLASSES COMPOSED OF EQUAL NUMBERS OF NEGRO, SPANISH-SPEAKING, AND "OTHER" CHILDREN. GENERAL ABILITY AND INTELLIGENCE WERE NOT CONSIDERED. EVERY DAY FOR 15 MINUTES A TEACHER BILINGUAL IN SPANISH AND ENGLISH VISITED THE CLASSROOMS AND PRESENTED SPECIALLY PREPARED MATERIALS USING SPANISH ABOUT 65 PERCENT OF THE LESSON TIME. THE CHILDREN WERE ENCOURAGED TO RESPOND IN BOTH LANGUAGES AND THE SPANISH-SPEAKING CHILDREN WERE ALSO ENCOURAGED TO PARTICIPATE AS "INFORMANTS" AND TO ACT OUT STORIES IN SPANISH. THE CURRICULUM STRESSED VERBAL INTERACTION AND STIMULATION IN BOTH LANGUAGES. STORIES, SONGS, GAMES, DANCES, AND AUDIO-VISUAL AIDS (PUPPETS, REALIA, ETC.) WERE USED EXTENSIVELY. THE REGULAR CLASSROOM TEACHER WAS SHOWN HOW MATERIAL PRESENTED IN THE "BILINGUAL" CLASS COULD BE COORDINATED WITH REGULAR CLASSWORK. THE RESULTS OF THE STUDY INDICATED THAT THERE WAS GREATER ACCEPTANCE BY THE CHILDREN AND THEIR PARENTS OF SECOND LANGUAGE LEARNING. THE SPANISH-SPEAKING CHILDREN ACQUIRED GREATER SELF-CONFIDENCE AND CULTURAL AWARENESS. APPENDED TO THIS REPORT ARE NUMEROUS SAMPLE LESSONS AND LESSON PLANS. (JD)

INSTITUTION NAME: CITY UNIV. OF NEW YORK, N.Y. HUNTER COLL.

ACCESSION NUMBER: ED013454

PUBLICATION DATE: 66

TITLE: INTRODUCING ENGLISH, AN ORAL PRE-READING PROGRAM FOR SPANISH-SPEAKING PRIMARY PUPILS.

PERSONAL AUTHOR: LANCASTER, LOUISE

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

THIS 28-UNIT ORAL PROGRAM WAS PREPARED AS A GUIDE FOR TEACHERS OF SPANISH-SPEAKING FOUR-, FIVE- AND SIX-YEAR-OLD CHILDREN WHO ARE LEARNING ENGLISH FOR THE FIRST TIME. IT IS ORGANIZED TO GIVE THE CHILDREN SOME UNDERSTANDING AND COMMAND OF SPOKEN ENGLISH BEFORE BEING INTRODUCED TO READING IN ENGLISH. A BASIC SPEAKING VOCABULARY OF FIVE TO SIX HUNDRED WORDS, USED IN MEANINGFUL SENTENCE PATTERNS, IS PRESENTED IN GRADED AND CONTROLLED SEQUENCES. THE AURAL-ORAL (AUDIO-LINGUAL) METHOD WHICH IS FOLLOWED IS EXPLAINED IN THE INTRODUCTION. WHILE THE MATERIAL DOES NOT CONTAIN LINGUISTIC TERMINOLOGY, AND A KNOWLEDGE OF LINGUISTICS ON THE PART OF THE TEACHER IS NOT ASSUMED, THE MATERIAL IS BASED ON RECENT LINGUISTIC RESEARCH AND A CONTRASTIVE ANALYSIS OF SPANISH AND ENGLISH. IN ADDITION TO THE TEXT, WHICH PROVIDES DETAILED, STEP-BY-STEP DIRECTIONS TO THE TEACHER FOR EACH LESSON, A FILE BOX OF 316 PICTURE CARDS AND A SET OF 35 DUPLICATING MASTERS WAS DESIGNED FOR THE COURSE. THIS MATERIAL IS PUBLISHED BY HOUGHTON MIFFLIN COMPANY, 2 PARK STREET, BOSTON, MASSACHUSETTS, 02017. (AM)

ACCESSION NUMBER: ED013667

PUBLICATION DATE: AUG66

TITLE: AN EVALUATION OF OPERATION HEAD START BILINGUAL CHILDREN, SUMMER, 1965.

PERSONAL AUTHOR: MONTEZ, PHILIP ; AND OTHERS

IDENTIFIER: CALIFORNIA; FOLLOW THROUGH; PROJECT HEADSTART

EDRS PRICE: EDRS PRICE MF-$0.27 HC-$6.72

DESCRIPTIVE NOTE: 168P.

IN CALIFORNIA, THE MEXICAN-AMERICAN STUDENT IS TWO YEARS BEHIND THE NEGRO STUDENT AND THREE AND A HALF YEARS BEHIND THE ANGLO-AMERICAN IN SCHOLASTIC ACHIEVEMENT. SINCE HE REPRESENTS TWO DISTINCT AND OFTEN DIVERGENT CULTURES, ENGLISH-SPEAKING, MIDDLE-CLASS ORIENTED SCHOOLS MAKE ASSIMILATION VIRTUALLY IMPOSSIBLE. A HEAD START AND A FOLLOW THROUGH PROJECT IN THE SPANISH-SPEAKING COMMUNITY ARE EVALUATED IN TERMS OF SOCIAL ATTITUDES TOWARD THE LEARNING TASKS AND EXPERIENCES OF THE MEXICAN-AMERICAN CHILD. THE PRE-SCHOOL PROGRAM IS DISCUSSED BY EACH OF THESE REPORTING GROUPS (1) TEACHERS, (2) PARENTS, (3) TEACHER AIDES, AND (4) "FOLLOW-UP" TEACHERS. (CD)

INSTITUTION NAME: FOUNDATION FOR MEXICAN-AMERICAN STUDIES, LOS ANGELES.

ACCESSION NUMBER: ED013737

PUBLICATION DATE: JAN67

TITLE: READING PROGRAMS FOR MEXICAN-AMERICAN CHILDREN OF TEXAS.

PERSONAL AUTHOR: YOES, DECK, JR.

IDENTIFIER: ESEA TITLE 1 PROJECTS; TEXAS EDUCATION AGENCY; TEXAS PROJECT FOR THE EDUCATION OF MIGRANT CHILDREN

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

SEVERAL TITLE 1 PROJECTS IN TEXAS ARE READING IMPROVEMENT PROGRAMS FOR MEXICAN-AMERICAN CHILDREN. EL PASO'S PROJECT SECOND CHANCE PROVIDES EACH CHILD WITH SPECIAL READING INSTRUCTION IN WELL-EQUIPPED READING CENTERS AND AFTER-SCHOOL STUDY CENTERS WITH TUTORIAL AIDES. A PROJECT ON READING RETARDATION, THE DEL RIO PROGRAM, AIMS FOR READING IMPROVEMENT AND THE TEACHING OF ENGLISH AS A SECOND LANGUAGE THROUGH AUDIO-LINGUAL METHODS. EDINBURGH COMBINES ITS ELEMENTARY REMEDIAL LANGUAGE ARTS AND CORRECTIVE READING PROGRAM WITH THE TEACHING OF SPANISH TO SPANISH-SPEAKING CHILDREN UTILIZING INDIVIDUALIZED READING INSTRUCTION THROUGH INTRACLASS GROUPINGS AND ADAPTED MATERIALS. OPERATING IN 40 TEXAS DISTRICTS, THE TEXAS PROJECT FOR THE EDUCATION OF MIGRANT CHILDREN CONCENTRATES SCHOOLING INTO 6 MONTHS OF DEVELOPMENTAL READING EMPHASIZING ORAL LANGUAGE AND THE MULTISENSORY APPROACH. SAN ANTONIO'S HARLANDALE REPLICATES ALL ENGLISH LANGUAGE DEVELOPMENT ACTIVITIES IN THE SPANISH LANGUAGE ACTIVITIES IN A BILINGUAL FIRST-GRADE PROGRAM. CORPUS CHRISTI HIRES TEACHER AIDES AND CONDUCTS INSERVICE TRAINING IN CORRECTIVE READING THROUGH A STAFF DEVELOPMENT PROGRAM. ALL THESE TITLE 1 READING PROJECTS BOAST OF BETTER WORK-STUDY HABITS AND IMPROVED READING SKILLS AND ATTITUDES. THIS ARTICLE APPEARED IN "THE READING TEACHER," VOLUME 20, JANUARY 1967. (NS)

INSTITUTION NAME: INTERNATIONAL READING ASSOCIATION, NEWARK, DELAWARE.

ACCESSION NUMBER: ED014369

PUBLICATION DATE: NOV67

TITLE: AMERICAN INDIANS AND EDUCATIONAL LABORATORIES.

PERSONAL AUTHOR: BASS, WILLARD P. ; BURGER, HENRY G.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.64

DESCRIPTIVE NOTE: 39P.

MANY OF THE DIVERSE EDUCATIONAL PROBLEMS OF THE AMERICAN INDIAN HAVE BEEN IDENTIFIED FOR YEARS, BUT HAVE BEEN PERMITTED TO LAY DORMANT. SOCIO-ECONOMIC DISADVANTAGEMENT IS EXHIBITED IN AREAS OF INCOME, UNEMPLOYMENT, SCHOOL DROPOUT RATE, EXPECTED LIFE SPAN, INFANT MORTALITY RATE, BIRTH RATE, AND HEALTH HISTORY. COMMUNICATION PROBLEMS BLOCK THE TEACHING-LEARNING EFFORT. THE SOCIAL SCIENTISTS' INTEREST IN ACCULTURATING THE INDIAN INTO THE AMERICAN NORM IS SEEN AS BEING FOCUSED UPON THE CHILDREN - THOSE WHO CAN LEAST RESIST IT. EFFORTS BY FIVE REGIONAL EDUCATIONAL LABORATORIES ARE DIRECTED TOWARD SOLVING SOME OF THE IDENTIFIED PROBLEMS. NEEDS REMAINING TO BE MET INCLUDE TECHNOLOGICAL DEVELOPMENT, COMPENSATORY INNOVATION, SUBJECT COVERAGE, CROSS-CULTURAL SENSITIVITY FOR TEACHERS, INFORMATION CARRY-OVER, EVALUATION, SEPARATING EDUCATION FROM ETHNOCENTRISM, AND CORRELATING SCHOOL AND HOME LIFE. SINGLE FREE COPIES OF THIS DOCUMENT ARE AVAILABLE FROM SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC., 117 RICHMOND DRIVE, N.E., ALBUQUERQUE, NEW MEXICO 87106. (SF)

INSTITUTION NAME: SOUTHWESTERN COOPERATIVE EDUCATIONAL LAB., ALBUQUERQUE, N. MEX.

ACCESSION NUMBER: ED014721

PUBLICATION DATE: 65

TITLE: BIFF AND TIFF. MIAMI LINGUISTIC READERS, INTRODUCTORY UNIT AND LEVEL ONE-A. TEACHERS MANUAL.

PERSONAL AUTHOR: ROBINETT, RALPH F. ; AND OTHERS

IDENTIFIER: DADE COUNTY; FLORIDA; MIAMI

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

THIS TWO-YEAR BEGINNING READING SERIES WAS PREPARED BY A GROUP OF LINGUISTS WHICH INCLUDED RALPH F. ROBINETT, PAULINE M. ROJAS, AND PAUL W. BELL, IN COOPERATION WITH THE DADE COUNTY PUBLIC SCHOOLS, FLORIDA. (SEE RELATED DOCUMENTS ED 001 693, ED 001 694, ED 001 695, AND ED 001 696.) THIS REVISED EXPERIMENTAL EDITION COMPRISES 10 PRE-PRIMERS, PRIMERS, AND READERS FOR THE FIRST YEAR LEVEL, AND 11 TEXTS FOR THE SECOND YEAR LEVEL. EACH OF THE 22 TEXTS IS ACCOMPANIED BY A SEATWORK BOOKLET AND A TEACHER'S MANUAL. THE SERIES ALSO INCLUDES SUPPLEMENTARY CHARTS, "BIG BOOKS" 1 AND 2, FOR LANGUAGE PRACTICE AND SPECIAL WORK ON READING PROBLEMS. THIS MATERIAL WHICH WAS PREPARED SPECIFICALLY FOR THE SPANISH-SPEAKING CHILDREN IN THE DADE COUNTY PUBLIC SCHOOL SYSTEM, HAS ALSO BEEN USED WITH OTHER NON-ENGLISH SPEAKING GROUPS OF CHILDREN. THE SERIES IS PUBLISHED BY D.C. HEATH, 265 COLUMBUS AVENUE, BOSTON, MASS. 02116. (AMM)

INSTITUTION NAME: DADE COUNTY BOARD OF PUBLIC INSTRUCTION, MIAMI, FLA.; DADE COUNTY PUBLIC SCHOOLS, MIAMI, FLA.

ACCESSION NUMBER: ED015035

PUBLICATION DATE: 60

TITLE: ENGLISH IS FUN, OR THE RHYTHM AND SONG APPROACH TO THE TEACHING OF ENGLISH TO NON-ENGLISH-SPEAKING BEGINNERS.

PERSONAL AUTHOR: HARTER, HELEN

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

AN APPROACH TO TEACHING ENGLISH AS A SECOND LANGUAGE TO SPANISH SPEAKING FIRST-GRADERS IS ILLUSTRATED. VARIOUS VOCABULARY UNITS AND BOOKS SUITABLE FOR THE SPANISH SPEAKING FIRST GRADER ARE PRESENTED IN APPROPRIATE DRILLS, SONGS, GAMES, STORIES, DANCES, AND NURSERY RHYMES. IN ADDITON, BRIEF DISCUSSIONS OF THE USE OF SPANISH IN THE CLASSROOM AND TEACHING ENGLISH AS A SECOND LANGUAGE IN RELATION TO READING, PHONICS, NUMBERS AND ART ARE INCLUDED. A BIBLIOGRAPHY OF RELATED MATERIALS IS LISTED. THIS HANDBOOK IS AVAILABLE FOR $3.00 FROM HELEN HARTER, BOX 575, TEMPE, ARIZONA 85281. (FS)

ACCESSION NUMBER: ED015043

PUBLICATION DATE: 04MAY66

TITLE: A BEGINNING READING PROGRAM FOR THE LINGUISTICALLY HANDICAPPED.

PERSONAL AUTHOR: BELL, PAUL W.

IDENTIFIER: MIAMI LINGUISTIC READERS

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.60

DESCRIPTIVE NOTE: 13P.

MANY PUPILS ENTER FIRST GRADE EACH YEAR WHO ARE LINGUISTICALLY HANDICAPPED AND ARE UNABLE TO COPE WITH THE TRADITIONAL READING PROGRAMS WHICH HAVE BEEN DESIGNED FOR THE MIDDLE-CLASS ANGLO-SAXON STEREOTYPE. THESE MINORITY GROUP YOUNGSTERS FALL MAINLY INTO TWO MAJOR CATEGORIES. THE FIRST GROUP IS MADE UP OF NATIVE ENGLISH-SPEAKING CHILDREN WHOSE SPEECH HABITS ARE NON-STANDARD, AND THE SECOND GROUP IS COMPOSED OF THOSE BILINGUALS FOR WHOM ENGLISH IS NOT THE NATIVE LANGUAGE. BOTH GROUPS OF STUDENTS MUST LEARN TO READ AND WRITE STANDARD ENGLISH IF THEY ARE TO SUCCEED IN SCHOOL AND ACHIEVE MAXIMUM SOCIAL MOBILITY. TO COPE WITH THE PROBLEMS OF THESE YOUNGSTERS, THE DADE COUNTY PUBLIC SCHOOLS DEVELOPED A BEGINNING LANGUAGE AND READING PROGRAM, THE "MIAMI LINGUISTIC READERS" SERIES. THIS SERIES, DESIGNED SPECIFICALLY FOR FIRST AND SECOND GRADERS, CONSISTS OF A READINESS UNIT, TWENTY ONE PUPILS' BOOKS ORGANIZED INTO FIFTEEN LEVELS, TWO "BIG BOOKS", AND A SEATWORK BOOKLET AND TEACHER'S MANUAL FOR EACH LEVEL. THE MIAMI PROGRAM REPRESENTS A CREATION OF NEW INSTRUCTIONAL MATERIALS, AND BREAKS WITH TRADITION IN THE AREA OF ORGANIZATION AND TO SOME EXTENT IN THE AREA OF CONTENT, BUT FOLLOWS TRADITION IN ITS SUGGESTED TECHNIQUES FOR TEACHING READING. THIS SPEECH WAS PRESENTED AT A CONFERENCE OF THE INTERNATIONAL READING ASSOCIATION, DALLAS, TEXAS, MAY 4-7, 1966. (ES)

ACCESSION NUMBER: ED016434

PUBLICATION DATE: 67

TITLE: BILINGUAL EDUCATION, RESEARCH AND TEACHING, ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS (4TH, EL PASO, NOVEMBER 10-11, 1967). REPORTS.

PERSONAL AUTHOR: CHRISTIAN, CHESTER, ED.

EDRS PRICE: EDRS PRICE MF-$0.50 HC-$3.56

DESCRIPTIVE NOTE: 87P.

THE CONFERENCE PAPERS FALL UNDER THREE REPORT HEADINGS--AREAS WHERE RESEARCH IS NEEDED IN BILINGUAL EDUCATION, TEACHING CONTENT IN A FOREIGN LANGUAGE, AND BILINGUAL PROGRAMS IN THE SOUTHWEST. WRITERS OF REPORTS ON RESEARCH AREAS SEEM TO AGREE ON THE IMPORTANCE OF TEACHING CONTENT, WHETHER CULTURAL REALITIES OR ACADEMIC SUBJECT MATTER. THE FIRST TWO PAPERS DEAL WITH THEORETICAL ASPECTS OF BILINGUAL EDUCATION IN RELATION TO VERY BROAD SOCIOLOGICAL AND PSYCHOLOGICAL IMPLICATIONS OF EDUCATION IN MORE THAN ONE LANGUAGE, AND IN TERMS OF MORE THAN ONE SET OF CULTURAL VALUES. THE NEXT THREE PAPERS DEAL WITH SUCH PRACTICAL APPLICATIONS OF BILINGUALISM AND BICULTURALISM AS THE SUCCESSFUL EDUCATION OF CHILDREN OF U.S. CITIZENS LIVING ABROAD, THE UNSUCCESSFUL MONOLINGUAL EDUCATION OF THE AMERICAN INDIAN, AND LEGISLATION ON BILINGUALISM AND BICULTURALISM. FIVE PAPERS ON TEACHING CONTENT SHOW PRACTICAL APPLICATION OF FINDINGS IN PUBLIC SCHOOLS, COLLEGES, AND UNIVERSITIES. THE THIRD REPORT INCLUDES PAPERS ON BILINGUAL PROGRAMS IN SIX SOUTHWEST STATES WHICH STRESS TWO THEMES. FIRST, ATTEMPTS ARE BEING MADE TO INCORPORATE THE STUDENT WHOSE PARENTS SPEAK A LANGUAGE OTHER THAN ENGLISH INTO THE STANDARD SOCIAL AND EDUCATIONAL SYSTEM OF THE UNITED STATES. SECOND, EFFORTS ARE BEING MADE TO EDUCATE ALL SCHOOL CHILDREN IN USING A SECOND LANGUAGE AND UNDERSTANDING A SECOND CULTURE. (AF)

INSTITUTION NAME: SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS.

ACCESSION NUMBER: ED016435

PUBLICATION DATE: 66

TITLE: BILINGUALISM, ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS (3RD, EL PASO, NOVEMBER 4-5, 1966). REPORTS.

PERSONAL AUTHOR: STUBING, CHARLES, ED.

EDRS PRICE: EDRS PRICE MF-$0.50 HC-$2.64

DESCRIPTIVE NOTE: 64P.

INCLUDED ARE REPORTS AND REPORT SUMMARIES ON BILINGUALISM IN TERMS OF (1) THE ADMINISTRATIVE AND COUNSELING VIEWPOINTS, (2) PROGRAMS, METHODS, AND MATERIALS, AND (3) RECRUITMENT AND PREPARATION OF BILINGUAL TEACHERS. THE FIRST REPORT DEFINES BILINGUAL SCHOOLING, PRESENTS FIVE VARIABLES AFFECTING SUCH SCHOOLING, ANALYZES SPECIFIC SCHOOL SITUATIONS, AND RECOMMENDS SECOND LANGUAGE LEARNING PRINCIPLES. THE ADVANTAGES OF BILINGUALISM AND OBJECTIVES OF THE SOUTHWEST COUNCIL PROGRAM ARE DISCUSSED. THE SECOND REPORT CONTAINS A SELECTED BIBLIOGRAPHY ON BILINGUALISM, OBJECTIVES FOR A BILINGUAL PROGRAM, A PRELIMINARY LIST OF MATERIALS, AND TENTATIVE GUIDELINES FOR A BILINGUAL CURRICULUM. THE THIRD REPORT COVERS THE DEVELOPMENT OF LANGUAGE SKILLS FOR BILINGUALS, INTERCULTURAL PROBLEMS AND THE TEACHER OF ENGLISH AS A SECOND LANGUAGE, TESL GUIDELINES FOR TRAINING STUDENT TEACHERS, RECRUITMENT AND TRAINING OF BILINGUAL TEACHERS IN MIAMI, AND PREPARATION OF TEACHERS FOR THE DISADVANTAGED. (AF)

INSTITUTION NAME: SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS.

ACCESSION NUMBER: ED016536

PUBLICATION DATE: SEP66

TITLE: HOW NEW MEXICO SCHOOLS ARE USING FEDERAL FUNDS TO MEET LOCAL NEEDS.

PERSONAL AUTHOR: FIELDING, BYRON

IDENTIFIER: NEW MEXICO; TITLE 1 ESEA

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

TITLE I MONIES UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT WERE AVAILABLE FOR THE FIRST TIME DURING THE SCHOOL YEAR OF 1965-66. IN ORDER TO RECEIVE THE FUNDS FOR WHICH A LOCAL SCHOOL DISTRICT WAS ELIGIBLE UNDER THIS LAW, EACH DISTRICT HAS TO SUBMIT A PROJECT APPLICATION THAT WOULD MEET THE SPECIAL EDUCATIONAL NEEDS OF ITS EDUCATIONALLY DEPRIVED CHILDREN. AS A RESULT OF PLANNING AND ORGANIZATION, 89 OF THE 90 LOCAL SCHOOL DISTRICTS IN THE STATE OF NEW MEXICO IMPLEMENTED ONE OR MORE NEW PROGRAMS WHICH WERE SUPPORTED ENTIRELY BY TITLE I FUNDS. BECAUSE OF NEW MEXICO'S INDIAN, SPANISH, AND ANGLO CULTURES, TITLE I PROJECTS WERE TAILORED TO MEET A VARIETY OF LOCAL NEEDS. NEARLY EVERY SCHOOL DISTRICT IN NEW MEXICO USED SOME TITLE I MONEY FOR DEVELOPMENT OF READING SKILLS. SOME OF THE OTHER PROGRAMS DURING THE FIRST YEAR WERE IN THE AREAS OF MUSIC, VOCATIONAL EDUCATION, FOREIGN LANGUAGE, TRANSPORTATION, HEALTH SERVICE, PRESCHOOL EDUCATION, AND SCHOOL CONSTRUCTION. THIS ARTICLE APPEARS IN "NEA JOURNAL," VOL. 55, NO. 6, SEPTEMBER 1966, PP. 23-26. (ES)

INSTITUTION NAME: NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.

ACCESSION NUMBER: ED016602

PUBLICATION DATE: 10FEB68

TITLE: ADAPTING A BEGINNING READING PROGRAM FOR SPANISH-SPEAKING CHILDREN.

PERSONAL AUTHOR: MCNEIL, JOHN D.

IDENTIFIER: LOS ANGELES; UNIVERSITY OF CALIFORNIA

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.36

DESCRIPTIVE NOTE: 7P.

A BEGINNING READING PROGRAM FOR SPANISH-SPEAKING CHILDREN IS REPORTED. A STUDY, SPONSORED BY THE SOUTHWEST REGIONAL LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (SWRL), DEVELOPED LEARNING SEQUENCES FOR A BEGINNING READING PROGRAM FOR KINDERGARTEN CLASSROOMS WITH SPANISH-SPEAKING CHILDREN THROUGHOUT THE SOUTHWEST REGION. EACH OF 21 10-MINUTE PROGRAMED LESSONS DEVELOPED WAS PRESENTED THROUGH A TAPE RECORDER AND VISUAL DISPLAYS ON CARDS TO SPANISH-SPEAKING PRESCHOOL CHILDREN. EACH CHILD WAS REQUIRED TO MAKE ABOUT 60 ORAL RESPONES DURING EACH LESSON. INSTRUCTIONS IN ENGLISH WERE GRADUALLY SUBSTITUTED FOR INSTRUCTIONS IN SPANISH ONLY AFTER THE CHILD HAD MASTERED THE TASK. THE CHILD WAS ALWAYS ASKED TO RESPOND IN ENGLISH. CORRECT FEEDBACK WAS PROVIDED THROUGH PROMPTING AND CONFIRMATION. THE TEST SCORES OF SPANISH-SPEAKING CHILDREN WHO RECEIVED INSTRUCTION THROUGH THIS PROGRAMED ADJUNCT, WHEN COMPARED WITH THE TEST SCORES OF ENGLISH-SPEAKING CHILDREN WHO RECEIVED REGUALR CLASSROOM INSTRUCTION, SUPPORTED THE THESIS THAT IT IS POSSIBLE TO INCREASE THE PROBABILITIES OF READING SUCCESS FOR SPANISH-SPEAKING CHILDREN AFTER CAREFUL IDENTIFICATION OF LEARNER TASKS AND SELECTION OF INSTRUCTIONAL PRACTICES THAT ELICIT THE DESIRED RESPONSE TO PRINTED STIMULI. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONFERENCE (CHICAGO, FEBRUARY 6-10, 1968). (NS)

ACCESSION NUMBER: ED016954

PUBLICATION DATE: AUG67

TITLE: THE MEASUREMENT AND DESCRIPTION OF LANGUAGE DOMINANCE IN BILINGUALS, FINAL REPORT--PHASE I.

PERSONAL AUTHOR: FISHMAN, JOSHUA A.

IDENTIFIER: JERSEY CITY NEW JERSEY

EDRS PRICE: EDRS PRICE MF-$0.50 HC-$3.24

DESCRIPTIVE NOTE: 79P.

DURING THE MONTHS OF JUNE, JULY, AND AUGUST, 1967, THE STAFF MEMBERS OF THIS PROJECT CONDUCTED "INTERDISCIPLINARY DATA COLLECTION IN A PUERTO RICAN NEIGHBORHOOD IN JERSEY CITY, NEW JERSEY." APPENDED TO THIS SHORT PROGRESS REPORT ARE COPIES OF THE FINAL INSTRUMENTS USED IN THE DATA COLLECTION PROCESS, THE DATA COLLECTION SCHEDULES, INTERVIEW GUIDES, AND OTHER MEASURES DEVELOPED THUS FAR IN THE PROJECT. PLANS FOR THE NEXT PHASE OF RESEARCH ARE DISCUSSED, INCLUDING COMPLETION OF DATA COLLECTION, TRANSCRIPTION OF DATA ALREADY ON TAPE, AND READYING TRANSCRIBED DATA FOR IBM PROCESSING. FINAL REPORT PROCESSING FOR THE SECOND PHASE SHOULD TAKE PLACE BETWEEN JUNE 1968 AND AUGUST 1968. (JD)

INSTITUTION NAME: YESHIVA UNIV., NEW YORK, N.Y. GRADUATE SCHOOL OF EDUCATION.

ACCESSION NUMBER: EC017222

PUBLICATION DATE: 66

TITLE: THE INVISIBLE MINORITY. REPORT OF THE NEA-TUCSON SURVEY ON THE TEACHING OF SPANISH TO THE SPANISH-SPEAKING.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.88

DESCRIPTIVE NOTE: 45P.

REPORTED HERE ARE THE MAJOR FINDINGS OF A SURVEY TEAM THAT INVESTIGATED THE FIVE-STATE AREA OF THE SOUTHWEST FOR PROGRAMS ON TEACHING SPANISH TO THE SPANISH-SPEAKING. AFTER A DISCUSSION OF THE PROBLEMS OF THE MEXICAN-AMERICAN, CAPSULE DESCRIPTIONS ARE GIVEN OF SOME OF THE MORE PROMISING PROGRAMS. OBJECTIVES VARY, DEPENDING ON THE LITERACY (IN SPANISH) AND PRIDE OF HERITAGE (WHICH CAN BE JUST AS IMPORTANT) OF THE SPANISH-SPEAKING GROUPS INVOLVED. THE TEAM'S RECOMMENDATIONS SUGGEST THAT SELECTION AND PLACEMENT OF NATIVE SPEAKERS IN SPECIAL HIGH SCHOOL SPANISH CLASSES MUST BE MORE CAREFUL, ORAL AND WRITTEN TESTS OF SPANISH ABILITY MUST BE EVALUATED AND MODIFIED FOR LOCAL USE, AND INSTRUCTION IN THE EARLY GRADES SHOULD BE IN BOTH SPANISH AND ENGLISH. A READING LIST FOR AN ADVANCED LITERATURE COURSE FOR NATIVE SPEAKERS ON THE 11TH OR 12TH GRADE LEVEL IS SUPPLIED, AS WELL AS A BASIC SYSTEM FOR LITERARY CRITICISM IN ADVANCED COURSES. SUGGESTIONS ARE MADE ON TEACHER EDUCATION AND SELECTION, AND A LIST OF SCHOLARSHIPS IS INCLUDED. THIS DOCUMENT IS AVAILABLE FOR $1.00 FROM THE NATIONAL EDUCATION ASSOCIATION, PUBLICATION SALES SECTION, 1201 16TH STREET, N.W., WASHINGTON, D.C. 20036. (AF)

INSTITUTION NAME: NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.

ACCESSION NUMBER: ED017385

PUBLICATION DATE: 10NOV67

TITLE: BILINGUAL EDUCATION IN ARIZONA. REPORT 3, BILINGUAL PROGRAMS IN THE SOUTHWEST.

PERSONAL AUTHOR: MAYNES, J.O., JR.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.28

DESCRIPTIVE NOTE: 5P.

MANY ARIZONA PEOPLE WHO HAVE SPANISH SURNAMES ARE CONFRONTED WITH BOTH LANGUAGE AND CULTURAL PROBLEMS. TO COPE WITH THIS SITUATION, TEACHERS NEED TRAINING TO UNDERSTAND THE FAMILY STRUCTURE AND WAY OF LIFE OF THESE PEOPLE. MANY SCHOOL DISTRICTS AND ORGANIZATIONS IN ARIZONA ARE DEVELOPING BILINGUAL PROGRAMS AND SERVICES TO HELP THOSE OF INDIAN, SPANISH, AND MEXICAN EXTRACTION WHO ARE IN NEED. SOME OF THOSE PROGRAMS ARE--(1) PROGRAMS FOR THE EDUCATIONALLY AND CULTURALLY DEPRIVED, (2) ELEMENTARY AND SECONDARY PROGRAMS IN LANGUAGE ARTS, (3) PROJECTS IN SPECIAL EDUCATION, (4) PROJECTS IN ENGLISH AS A SECOND LANGUAGE, (5) CULTURAL ENRICHMENT PROJECTS, (6) PROGRAMS TO DEVELOP CURRICULUM MATERIALS CENTERS, AND (7) HEALTH PROJECTS. SOME OF THESE PROGRAMS ARE DESIGNED TO MEET THE SPECIAL EDUCATIONAL NEEDS OF AGRICULTURAL MIGRANT AND INDIAN YOUNGSTERS. THIS REPORT WAS DELIVERED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 10-11, 1967. (ES)

ACCESSION NUMBER: ED017386

PUBLICATION DATE: 10NOV67

TITLE: BILINGUAL EDUCATION IN CALIFORNIA.

PERSONAL AUTHOR: GONSALVES, JULIA

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.24

DESCRIPTIVE NOTE: 4P.

CALIFORNIA EDUCATORS AT ALL LEVELS HAVE A DEEP CONCERN FOR THE EDUCATION OF THOSE CHILDREN WHO SPEAK A LANGUAGE OTHER THAN ENGLISH, AND THOSE EDUCATORS HAVE BEEN DEVELOPING SPECIAL BILINGUAL PROGRAMS FOR THESE YOUNGSTERS. TWO RECENT DEVELOPMENTS WHICH WILL AFFECT BILINGUAL EDUCATION ARE--(1) THE PASSAGE OF THE "BILINGUAL BILL", PERMITTING THE GOVERNING BOARD OF ANY SCHOOL TO DETERMINE WHEN AND UNDER WHAT CIRCUMSTANCES INSTRUCTION MAY BE GIVEN BILINGUALLY, AND (2) A REQUEST FROM THE STATE BOARD OF EDUCATION FOR THE STATE CURRICULUM COMMISSION TO RECOMMEND TEXTBOOKS IN ENGLISH AS A SECOND LANGUAGE FOR POSSIBLE STATE ADOPTION. SEVERAL CALIFORNIA BILINGUAL PROGRAMS ARE CITED IN THIS REPORT, EVIDENCE THAT INNOVATIVE IDEAS ARE BEING IMPLEMENTED. THE STATE DEPARTMENT OF EDUCATION HAS FURNISHED LEADERSHIP IN THE AREA OF BILINGUAL EDUCATION AND HAS BEEN DEEPLY INVOLVED IN PROGRAMS DESIGNED TO IMPROVE THE EDUCATIONAL OPPORTUNITIES OF MEXICAN AMERICANS. THIS REPORT WAS PRESENTED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 10-11, 1967. (ES)

ACCESSION NUMBER: ED017387

PUBLICATION DATE: 10NOV67

TITLE: BILINGUAL EDUCATION IN NEVADA.

PERSONAL AUTHOR: ANDERSON, MERLIN D.

IDENTIFIER: NEVADA STATE DEP. OF EDUC

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.16

DESCRIPTIVE NOTE: 2P.

PROGRAMS OF BILINGUAL EDUCATION, SUPPORTED BY FEDERAL GRANTS, ARE PRESENTLY ATTEMPTING TO ALLEVIATE LANGUAGE AND CULTURAL EXPERIENCE DEPRIVATION IN THE MINORITY ETHNIC GROUPS OF NEVADA, INCLUDING MIGRANTS, INDIANS, AND IMMIGRANTS FROM CUBA, MEXICO, AND PUERTO RICO. MOST OF THESE FAMILIES ARE ECONOMICALLY DEPRIVED AND LACK AMERICAN CULTURAL EXPERIENCE. JOINT PARENT AND CHILD SESSIONS ARE CONDUCTED WITH DEMONSTRATIONS OF FINE ARTS, FILM DOCUMENTARIES, ORGANIZED RECREATIONAL ACTIVITIES, AND GROUP COUNSELING. NO EVALUATION OF THE PROGRAMS IS AVAILABLE AT THIS TIME. THIS REPORT WAS DELIVERED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 10-11, 1967. (WN)

ACCESSION NUMBER: ED017388

PUBLICATION DATE: 10NOV67

TITLE: TEXAS REPORT ON EDUCATION FOR BILINGUAL STUDENTS.

PERSONAL AUTHOR: BLANCO, GEORGE

IDENTIFIER: TEXAS; TEXAS EDUC. AGENCY

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.28

DESCRIPTIVE NOTE: 5P.

IN AN EFFORT TO DOCUMENT TEXAS' PROGRESS IN THE FIELD OF BILINGUAL EDUCATION, THIS REPORT DISCUSSES LOCAL AND STATE PROGRAMS ESTABLISHED PRIMARILY FOR NON-ENGLISH SPEAKING STUDENTS. NINE LOCAL PROGRAMS (MAINLY ELEMENTARY) ARE DESCRIBED WHICH RANGE IN METHODOLOGY FROM ALL-ENGLISH TO ALL-SPANISH INSTRUCTION. CONTRIBUTIONS AT THE STATE LEVEL INCLUDE DEVELOPMENT OF BILINGUAL CURRICULUM MATERIALS (ENGLISH, SPANISH, AND FRENCH), INCORPORATION OF A PERMISSIVE ACCREDITATION STANDARD WHICH PERMITS SCHOOLS TO ESTABLISH BILINGUAL INSTRUCTION, DEVELOPMENT OF A BULLETIN FOR THE TEACHING OF SPANISH TO SPANISH-SPEAKING SECONDARY STUDENTS, AND SPONSORSHIP OF PROGRAMS FOR TRAINING EDUCATORS TO WORK WITH MIGRANT CHILDREN. THIS REPORT WAS DELIVERED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 10-11, 1967. (BR)

ACCESSION NUMBER: ED017389

PUBLICATION DATE: 10NOV67

TITLE: PROGRAMS FOR BILINGUAL STUDENTS OF UTAH.

PERSONAL AUTHOR: HOWE, ELLIOT C.

IDENTIFIER: UTAH STATE BOARD OF EDUC; UTE

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.24

DESCRIPTIVE NOTE: 4P.

DUE TO A SHORTAGE OF QUALIFIED TEACHERS FOR BILINGUAL STUDENTS, SEVERAL APPROACHES ARE NOW BEING UTILIZED TO UP-GRADE THE STUDENTS' EDUCATION. THESE INCLUDE--(1) TEACHING ACCELERATED SPANISH COURSES TO NATIVE SPEAKERS OF THE LANGUAGE, (2) USING TEACHER AIDES IN TEACHING ENGLISH AS A SECOND LANGUAGE, (3) HAVING MORMON FAMILIES TAKE INDIAN CHILDREN INTO THEIR FAMILIES DURING THE SCHOOL YEAR, TO ATTEND SCHOOL WITH THE CHILDREN OF THEIR TEMPORARY FOSTER PARENTS, (4) REDUCING CLASS SIZES AND HAVING A SMALLER RATIO OF BILINGUAL STUDENTS TO ENGLISH SPEAKING STUDENTS, (5) PROVIDING ARTS AND CRAFTS CLASSES FOR NAVAJO CHILDREN TO EXPLOIT THEIR NATIVE ABILITIES, AND (6) BROADENING ALL AREAS OF CURRICULUM TO OFFER A GREATER VARIETY OF PROGRAMS FOR THE BILINGUAL STUDENT. THIS REPORT WAS PRESENTED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 10-11, 1967. (WN)

ACCESSION NUMBER: [illegible]

PUBLICATION DATE: JUN67

TITLE: SCIENCE INSTRUCTION IN SPANISH FOR PUPILS OF SPANISH SPEAKING BACKGROUND, AN EXPERIMENT IN BILINGUALISM. FINAL REPORT.

PERSONAL AUTHOR: RAISNER, ARNOLD ; AND OTHERS

IDENTIFIER: NEW YORK CITY

EDRS PRICE: EDRS PRICE MF-$1.00 HC-$8.12

DESCRIPTIVE NOTE: 201P.

A STUDY WAS UNDERTAKEN TO DETERMINE THE EDUCATIONAL EFFECTS OF A LANGUAGE MAINTENANCE PROGRAM USING SPANISH AS A MEDIUM OF INSTRUCTION WITH JUNIOR HIGH SCHOOL STUDENTS OF SPANISH-SPEAKING BACKGROUND. THE PROGRAM'S EXPERIMENTAL VARIABLE CONSISTED OF BILINGUAL SCIENCE INSTRUCTION AND AN ACCELERATED COURSE IN THE SPANISH LANGUAGE. THE 994 SEVENTH-GRADE STUDENTS WHO BEGAN THE PROGRAM IN SEPTEMBER, 1964, HAD A HISPANIC BACKGROUND AND ORAL ABILITY IN SPANISH BUT LESS THAN GRADE LEVEL ENGLISH READING ABILITY. THEY WERE DIVIDED INTO 16 CONTROL AND 16 EXPERIMENTAL CLASSES, ALL OF WHICH FOLLOWED THE "NEW YORK CITY SCIENCE COURSE OF STUDY FOR THE JUNIOR HIGH SCHOOLS." THE EXPERIMENTAL "SCIENCE-SPANISH" CLASSES RECEIVED SPECIAL SPANISH LANGUAGE SCIENCE MATERIALS IN ADDITION TO THE STANDARD ENGLISH SCIENCE TEXT MATERIAL. EACH SCIENCE-SPANISH CLASS WAS TAUGHT BY A BILINGUAL TEACHER LICENSED TO TEACH SCIENCE WHO ENCOURAGED MAXIMUM USE OF SPANISH IN SCIENCE CLASSES AND LABORATORY PERIODS. IN ADDITION, THE EXPERIMENTAL CLASSES RECEIVED SPANISH LANGUAGE INSTRUCTION IN WHICH THE AUDIOLINGUAL METHOD WAS DEEMPHASIZED IN FAVOR OF MORE FORMAL CONTRASTIVE STUDY OF GRAMMAR, WRITING, AND CORRECT USAGE. AFTER THREE YEARS, AN EXTENSIVE EVALUATION OF THE PROGRAM WAS MADE IN THREE AREAS--(1) STUDENT ACHIEVEMENT (ESPECIALLY IN SCIENCE AND SPANISH), (2) PERSONAL AND SOCIAL DEVELOPMENT (INCLUDING BILINGUAL DOMINANCE AND CULTURAL ATTITUDES), AND (3) THE REACTIONS OF THE PROFESSIONAL STAFF TO THE PROGRAM. EXPERIMENTAL GROUP ACHIEVEMENT WAS FOUND TO BE SUPERIOR IN SCIENCE AND SPANISH, BUT WAS NOT AFFECTED IN SOCIAL STUDIES OR MATHEMATICS. IN THE AREA OF CLASSROOM ENGLISH ACHIEVEMENT, THE EXPERIMENTALS DID AS WELL AS THE CONTROLS, WHILE IN ENGLISH READING ABILITY THEY DID MUCH BETTER. EVALUATION ALSO REVEALED THAT THE BILINGUALLY TAUGHT CHILDREN TENDED TO RETAIN THE PARENTAL CULTURE, POTENTIALLY STRENGTHENING THE BOND BETWEEN CHILD AND HOME. PROFESSIONAL STAFF RESPONSES INDICATED A GENERALLY FAVORABLE REACTION TO

CONTINUED

THE PROGRAM. RECOMMENDATIONS FOR FUTURE BILINGUAL PROGRAMS ARE INCLUDED IN THIS FINAL REPORT. (JD)

INSTITUTION NAME: NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y. BUREAU OF EDUCATIONAL RESEARCH.

ACCESSION NUMBER: ED018180

PUBLICATION DATE: JAN68

TITLE: PROJECT SUMMER '67, AN EXPERIMENTAL PROGRAM FOR EDUCATIONALLY DISADVANTAGED YOUTH--AN EVALUATION.

PERSONAL AUTHOR: GOLD, BENJAMIN K.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.48

DESCRIPTIVE NOTE: 35P.

THE LOS ANGELES CITY JUNIOR COLLEGE DISTRICT CONDUCTED A 6-WEEK EXPERIMENT FOR THREE GROUPS OF UNDEREDUCATED YOUTH--(1) 50 WITH LOW HIGH SCHOOL GRADES, (2) 51 FROM BILINGUAL HOMES AND ALSO WITH LOW GRADES, AND (3) 51 ADMITTED TO COLLEGE BUT UNABLE TO MAINTAIN A C AVERAGE. AMONG THE PROGRAM'S 10 OBJECTIVES WERE (1) REFINING CERTAIN TEACHING PRACTICES DISCOVERED IN AN EARLIER PROJECT, (2) PROVIDING IN-SERVICE RETRAINING OF INSTRUCTORS, (3) TRAINING TEACHER AIDES TO USE THE EXPERIENCE IN THEIR HOME COMMUNITIES, (4) HELPING THE STUDENT BY EARLY DIAGNOSIS OF HIS WEAK POINTS, (5) FINDING JOBS SUITABLE FOR THOSE WITH LOW VERBAL SKILL, AND (6) IMPROVING THE STUDENT'S ATTITUDE AS WELL AS HIS SKILL. ALL THREE GROUPS ENROLLED IN TWO EXPERIMENTAL CLASSES, HAD TUTORIAL SESSIONS, AND ATTENDED CULTURAL EVENTS. GROUP I ALSO TOOK COURSES IN LANGUAGE AND INTRODUCTORY PSYCHOLOGY, GROUP II TOOK THE SAME IN A BILINGUAL CONTEXT, AND GROUP III TOOK THE PSYCHOLOGY COURSE AND ONE CALLED "MAN AND SOCIETY." IN PRE- AND POST-TESTS, ATTITUDES WERE MEASURED BY THE MEANING OF WORDS INVENTORY, WITH 15 OF THE 30 ITEMS SHOWING A POSITIVE CHANGE IN THE STUDENTS. ON READING TESTS, GROUP III SHOWED THE MOST IMPROVEMENT, GROUP I THE LEAST. GPA'S RANGED FROM 2.00 TO 2.89. AT THE END OF THE PROJECT, 126 (83 PERCENT) WERE STILL ENROLLED. ABOUT TWO-THIRDS OF EACH GROUP ENROLLED IN COLLEGE FOR THE FALL TERM. REPLIES TO A 40-ITEM QUESTIONNAIRE SHOWED FAVORABLE STUDENT OPINION OF THE PROJECT. (HH)

INSTITUTION NAME: LOS ANGELES CITY COLL., CALIF.

ACCESSION NUMBER: ED018285

PUBLICATION DATE: 10NOV67

TITLE: TOWARD A BI-CULTURAL CURRICULUM. REPORT 1, AREAS WHERE RESEARCH IS NEEDED IN BILINGUAL EDUCATION.

PERSONAL AUTHOR: NOSTRAND, HOWARD LEE

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.76

DESCRIPTIVE NOTE: 17P.

EVERY CHILD SHOULD LEARN TO UNDERSTAND A SECOND CULTURE AND ITS LANGUAGE IN ORDER TO COPE WITH INTERCULTURAL CONFLICTS. THIS, HOWEVER, DOES NOT MEAN IT IS NECESSARY TO BELONG TO TWO CULTURES, SINCE INNER CONFLICT RESULTS UNLESS ONE IDENTIFIES HIMSELF WITH ONE WAY OF LIFE OR THE OTHER. THE BI-CULTURAL CURRICULUM PROPOSED IS A MIDDLE GROUND BETWEEN TWO EXTREMES--IMPOSING THE MAJORITY'S LIFE STYLE AND ALLOWING THE COMPLETE SUBSTITUTION OF ANOTHER. THUS, THE BEST FEATURES OF EACH CULTURE WOULD PREVAIL, POSSIBLY LEADING TO THE EVENTUAL CONVERGENCE OF THE TWO. THIS BI-CULTURAL CURRICULUM WOULD PROVIDE THE BEST CHANCE OF ACCOMPLISHING TWO OBJECTIVES--(1) THE MINORITY STUDENTS WOULD HAVE THE SELF-CONFIDENCE OF A SECURE HOME CULTURE, AND (2) THE MAJORITY OF STUDENTS WOULD BE RELIEVED OF THEIR SUPERIORITY COMPLEX. THE PLAN FOR DEVELOPING THIS SORT OF BI-CULTURAL CURRICULUM WOULD REQUIRE THE DEVELOPMENT OF A DESCRIPTIVE KNOWLEDGE OF CULTURES, AND THE APPLICATION OF THAT KNOWLEDGE IN THE CURRICULUM. ONCE THIS DESCRIPTIVE KNOWLEDGE IS ACCUMULATED THROUGH RESEARCH, IT THEN BECOMES THE TASK OF EDUCATORS TO PROPERLY SEQUENCE EXPERIENCES WHICH WILL PERMIT STUDENTS TO ASSIMILATE THAT KNOWLEDGE. THIS REPORT WAS PRESENTED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, NOVEMBER 10-11, 1967, EL PASO, TEXAS. (ES)

ACCESSION NUMBER: ED018286

PUBLICATION DATE: 04NOV66

TITLE: BILINGUALISM--FROM THE VIEWPOINT OF THE ADMINISTRATOR AND COUNSELOR.

PERSONAL AUTHOR: GAARDER, BRUCE ; AND OTHERS

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.80

DESCRIPTIVE NOTE: 18P.

BILINGUAL SCHOOLING CAN BE DEFINED AS THE TEACHING OF ALL OR A FEW SUBJECTS (OVER AND ABOVE ENGLISH AND SPANISH THEMSELVES) THROUGH BOTH TONGUES, WHICH IS DISTINCTLY DIFFERENT THAN THE TEACHING OF A SECOND LANGUAGE AS AN ISOLATED SUBJECT. THE BILINGUAL SCHOOLS AT LAREDO, TEXAS, HAVE SUCCEEDED IN CREATING AN EFFECTIVE, "TWO-WAY," MIXED BILINGUAL SCHOOL SYSTEM, GIVING EQUAL TIME TO SPANISH AND ENGLISH. THE CORAL WAY SCHOOL, ANOTHER BILINGUAL SCHOOL LOCATED IN MIAMI, FLORIDA, IS ALSO "TWO-WAY," PROVIDING ABOUT EQUAL TIME FOR THE 2 LANGUAGES. HOWEVER, FROM GRADE 1 THROUGH GRADE 3, THERE IS CONSIDERABLY LESS MIXING OF THE 2 CULTURAL GROUPS. THE MOST DIFFICULT PROBLEM IN BILINGUALISM IS THAT OF GAINING FAVORABLE ADMINISTRATIVE ATTITUDE AND POLICY. BILINGUAL SCHOOLING IS PROFITABLE BECAUSE IT MAKES FOR SUPERIOR EDUCATIONAL ACHIEVEMENT AND STUDENTS CAN BEST LEARN THROUGH THEIR MOTHER TONGUE. THROUGH THIS APPROACH, BICULTURALISM CAN BE ACHIEVED, RATHER THAN THE CUTTING OF TIES FROM THE ORIGINAL CULTURE. A SUPPORTING BIBLIOGRAPHY IS INCLUDED, AND AN APPENDIX WHICH DESCRIBES A NUMBER OF BILINGUAL PROJECTS IN VARIOUS SCHOOLS. THIS PAPER WAS DELIVERED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 4-5, 1966. (ES)

ACCESSION NUMBER: ED018296

PUBLICATION DATE: 04NOV66

TITLE: BILINGUALISM -PROGRAMS, METHODS AND MATERIALS.

PERSONAL AUTHOR: ANDERSSON, THEODORE : AND OTHERS

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.88

DESCRIPTIVE NOTE: 20P.

THE DEVELOPMENT OF A BILINGUAL PROGRAM IN PUBLIC SCHOOLS IS A PUBLIC PRIVILEGE AND RESPONSIBILITY. THE LANGUAGE TEACHERS, SPECIALISTS, AND ADMINISTRATORS HAVE THE INITIAL RESPONSIBILITY, WITH THE SCHOOL BOARD BEING FULLY ACCOUNTABLE TO THE GENERAL PUBLIC. THE FIRST STEP IN THE PROGRAM'S DEVELOPMENT SHOULD BE THAT OF STATING GENERAL OBJECTIVES, OF WHICH THERE SHOULD BE THREE--SKILL IN TWO TONGUES, SATISFACTORY LEARNING IN ALL SUBJECTS, AND PERSONAL DEVELOPMENT. STUDENTS OF DIFFERENT LANGUAGE BACKGROUNDS SHOULD BE INTEGRATED FOR BEST RESULTS WITH BILINGUAL PROGRAMS. A SELECTED BIBLIOGRAPHY IS INCLUDED, AS WELL AS A LIST OF MATERIALS WHICH ARE IN USE OR UNDER CONSIDERATION IN THE BILINGUAL PROGRAM IN LAREDO, TEXAS. THIS PAPER WAS DELIVERED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 4-5, 1966. (ES)

ACCESSION NUMBER: ED018297

PUBLICATION DATE: 04NOV66

TITLE: BILINGUALISM--FROM THE VIEWPOINT OF RECRUITMENT AND PREPARATION OF BILINGUAL TEACHERS.

PERSONAL AUTHOR: PAST, RAY ; AND OTHERS

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.84

DESCRIPTIVE NOTE: 19P.

THE TEACHERS OF BILINGUAL STUDENTS IN NEW MEXICO NEED ADDITIONAL TRAINING TO WORK WITH THOSE STUDENTS FROM THE LINGUISTICALLY AND CULTURALLY IMPOVERISHED AREAS OF THE STATE. THOSE TEACHERS OF ENGLISH AS A SECOND LANGUAGE MUST BE PREPARED TO COMMUNICATE INTERCULTURALLY AS WELL AS LINGUISTICALLY IF THEY ARE TO PENETRATE THE REAL WORLD OF THE MEXICAN AMERICAN. FOR THE TEACHERS TO ACQUIRE ADEQUATE SKILLS OF UNDERSTANDING, READING, WRITING, AND SPEAKING, IT WILL BE NECESSARY FOR THEM TO UNDERSTAND--(1) THE NATURE OF LANGUAGE, (2) THE NATURE AND KINDS OF INTERFERENCE FROM ONE LANGUAGE TO ANOTHER, (3) THOUGHT PROCESSES AND LANGUAGE ACQUISITION, (4) LANGUAGE AND ITS RELATION TO CONCEPT DEVELOPMENT, (5) PHONOLOGY, MORPHOLOGY, AND SYNTAX, (6) METHODS AND TECHNIQUES OF LANGUAGE INSTRUCTION, AND (7) MATERIALS FOR LANGUAGE INSTRUCTION. TEACHERS WHO ARE ALREADY EFFECTIVE DO ADAPT AND BECOME COMPETENT SECOND LANGUAGE TEACHERS. IT IS FELT, HOWEVER, THAT THE UNIVERSITIES COULD BE OF GREATER SERVICE TO THE BILINGUAL COMMUNITIES BY AFFORDING STUDENT-TEACHERS THE NEEDED SUPERVISED FIELD EXPERIENCES IN SECOND LANGUAGE CAPACITIES. FINALLY, A GOOD TEACHER RECRUITING PROGRAM IS NEEDED WHICH WOULD ASSURE THAT ALL TEACHERS WOULD HAVE A "FEEL" FOR THE BILINGUAL STUDENT AND HIS CULTURE. THIS PAPER WAS DELIVERED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 4-5, 1966. (ES)

ACCESSION NUMBER: ED018298

PUBLICATION DATE: 10NOV67

TITLE: RESEARCH RELEVANT TO THE DEVELOPMENT OF BILINGUAL CURRICULA.

PERSONAL AUTHOR: DUGAS, DON

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.32

DESCRIPTIVE NOTE: 6P.

THERE ARE MANY USEFUL FIELDS IN ADDITION TO LINGUISTICS FOR ANYONE PLANNING FOR BILINGUAL EDUCATION. THESE INCLUDE PSYCHOLINGUISTICS, SOCIAL PSYCHOLOGY, SOCIOLINGUISTICS, AND DEVELOPMENTAL PSYCHOLINGUISTICS. PSYCHOLINGUISTICS HAS ESTABLISHED TWO TYPES OF BILINGUALS--COMPOUND AND COORDINATE. THE COMPOUND BILINGUAL MIXES BOTH LANGUAGES WITHOUT ALWAYS BEING AWARE THAT HE DOES. ON THE OTHER HAND, THE COORDINATE BILINGUAL SEEMS TO OPERATE ON TWO SEPARATE CHANNELS, KEEPING HIS LANGUAGES SEPARATE. THIS SUGGESTS THAT POSITIVE ATTITUDES SHOULD BE DEVELOPED AT EARLIER AGES. PSYCHOLINGUISTS SUPPORT THE IDEA THAT A BILINGUAL BE PROVIDED WITH A RICH REPERTOIRE OF LINGUISTIC ALTERNATIVES FROM WHICH HE CAN CONSCIOUSLY SELECT THE MOST APPROPRIATE LINGUISTIC BEHAVIOR. THE NEW FIELD OF DEVELOPMENTAL PSYCHOLINGUISTICS HAS MADE SOME RECENT FINDINGS WHICH SEEM RELEVANT TO METHODOLOGY. THIS FIELD IS INTERESTED IN PLOTTING ALL STAGES OF CONCEPT AND LANGUAGE DEVELOPMENT IN CHILDREN, AND SOME OF ITS OBSERVATIONS SEEM TO CONTRADICT HYPOTHESES LANGUAGE TEACHERS HAVE HELD REGARDING THE ACQUISITION PROCESS. FINALLY, RESEARCH IN THE SYSTEMS APPROACH SHOWS GREAT PROMISE IN OFFERING THE MOST EFFICIENT STRATEGIES FOR INCORPORATING IDEAS FROM ALL FIELDS OF LEARNING. THIS REPORT WAS PRESENTED AT THE ANNUAL CONFERENCE OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 10-11, 1967. (ES)

ACCESSION NUMBER: ED018302

PUBLICATION DATE: 10NOV67

TITLE: COLORADO REPORT ON EDUCATION FOR BILINGUAL CHILDREN.

PERSONAL AUTHOR: DUHON, DOROTHY D.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.16

DESCRIPTIVE NOTE: 2P.

THE DEVELOPMENT OF A KEEN REALIZATION OF THE VALUE IN THE EDUCATION OF POTENTIALLY BILINGUAL CHILDREN HAS COME ABOUT AS A RESULT OF TWO STRONG FORCES--THE UNDERSTANDING OF THE PRINCIPLES OF SECOND LANGUAGE LEARNING AND THE RECOGNITION THAT BILINGUALISM CAN BE AN ASSET OR A HANDICAP DEPENDING ON THE EDUCATION THE CHILD RECEIVES IN BOTH LANGUAGES. THIS REALIZATION HAS LEAD TO TWO MAJOR RESEARCH PROJECTS IN COLORADO. THE FIRST PROJECT, "THE ACCULTURATION AND EDUCATION OF RURAL QUAD-ETHNIC GROUPS FOR MAXIMUM CHOICES IN THE LARGER SOCIETY," HAS AS ITS ULTIMATE OBJECTIVE THE CONSTRUCTION OF A CURRICULAR FRAMEWORK WITHIN WHICH TEACHER AND STUDENT TOGETHER MAY RESEARCH AND RESOLVE PROBLEMS OF CROSS CULTURAL, -LINGUISTIC, AND -CONCEPTUAL INTERFERENCES. THE SECOND PROJECT IS TITLED, "A PROJECT IN AN AUTOTELIC RESPONSIVE ENVIRONMENT NURSERY SCHOOL FOR ENVIRONMENTALLY DEPRIVED SPANISH AMERICAN CHILDREN." ITS MAJOR THESIS IS THAT THE COMMON CYCLE OF CHILDREN FROM DISADVANTAGED FAMILIES (WHO ENTER SCHOOL WITHOUT THE EXPERIENCES PREREQUISITE FOR SCHOOL SUCCESS, FALL PROGRESSIVELY BEHIND OTHER CHILDREN, USUALLY DROP OUT BEFORE ACHIEVING FUNCTIONAL LITERACY, AND RETURN TO SLUM HOMES TO REAR THE NEXT DISADVANTAGED GENERATION) CAN AND MUST BE BROKEN BEFORE THE CHILD ENTERS THE FIRST GRADE. THIS REPORT WAS PRESENTED AT THE ANNUAL CONFERENCE OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 10-11, 1967. (ES)

ACCESSION NUMBER: ED018326

PUBLICATION DATE: APR68

TITLE: IMPROVING EDUCATIONAL OPPORTUNITIES FOR MEXICAN-AMERICAN HANDICAPPED CHILDREN.

PERSONAL AUTHOR: WILLIAMS, JANE CASE

IDENTIFIER: BUREAU OF EDUCATION FOR THE HANDICAPPED

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.56

DESCRIPTIVE NOTE: 37P.

DATA AVAILABLE FROM 3 STATES WITH LARGE MEXICAN AMERICAN POPULATIONS INDICATE THAT REFERRAL TO AND ENROLLMENT IN SPECIAL EDUCATION CLASSES OCCURS AT A PERCENTAGE TWICE THAT OF THE PROPORTION OF MEXICAN AMERICANS TO THE GENERAL POPULATION. REASONS FOR SUCH ENROLLMENT ARE ATTRIBUTED TO--(1) MEDICAL AND ENVIRONMENTAL CONDITIONS, (2) ECONOMIC DISADVANTAGEMENT, AND (3) CULTURAL DISADVANTAGEMENT. COMPOUNDING THE PROBLEM IS THE FACT THAT MANY MEXICAN AMERICAN CHILDREN ENTER SCHOOL UNDERSTANDING NEITHER THE ENGLISH LANGUAGE NOR THE CULTURE OF THE SCHOOLS. CURRENT INTELLIGENCE TESTS CANNOT ADEQUATELY JUDGE THE ABILITIES OF SUCH CHILDREN, AND CONSEQUENTLY THEY ARE PLACED IN THE HANDICAPPED CLASSES. BILINGUAL AND CROSS CULTURAL TRAINING HAVE BEEN INITIATED IN SOME STATES AND APPEAR TO HAVE MET WITH SUCCESS. THE BUREAU OF EDUCATION FOR THE HANDICAPPED HAS PROVIDED FEDERAL AID FOR THE DEVELOPMENT OF SEVERAL PROGRAMS WHICH ARE BRIEFLY DESCRIBED IN THIS PUBLICATION, IN ADDITION TO 10 SUGGESTIONS FOR FUTURE EFFORTS IN TEACHER EDUCATION, CURRICULUM, AND INSTRUCTIONAL IMPROVEMENT. (JS)

INSTITUTION NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

ACCESSION NUMBER: ED018786

PUBLICATION DATE: MAR68

TITLE: BECOMING A BILINGUAL.

PERSONAL AUTHOR: ERVIN-TRIPP, SUSAN

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.84

DESCRIPTIVE NOTE: 19P.

A BILINGUAL-IN-PROCESS COULD BE A CHILD GROWING UP IN A BILINGUAL ADULT MILIEU, OR AN ADULT WHO HAS MOVED TO A DIFFERENT LINGUISTIC MILIEU. THE LEARNING PROCESS MIGHT BE CASUAL EXPOSURE OR SYSTEMATIC PEDAGOGY. THERE IS STRONG EVIDENCE THAT FOR CHILDREN UNDER ELEVEN LANGUAGE IS SOUND AND FOR ADULTS, SENSE. CHILDREN ATTEND MORE TO THE SURFACE, JUST AS THEY ALSO CONNECT SPEECH MORE TO THE IMMEDIATE SITUATION IN WHICH IT OCCURS. FOR ADULTS, LANGUAGE IS TRANSPARENT, SINCE ADULTS RAPIDLY PENETRATE THE SURFACE OF AN UTTERANCE TO ITS MEANINGS, TO A NETWORK OF CONNECTED THOUGHTS. THE BASIS FOR THIS DIFFERENCE BETWEEN CHILDREN AND ADULTS IS UNKNOWN. IF THE DIFFERENCE IS NEUROLOGICAL, OR LIES IN THE LOSS OF AN ABILITY, CHILDREN MUST BE EXPOSED TO DIFFERENT TEACHING METHODS THAN ADULTS, SINCE THEIR ABILITIES DIFFER. IF THE DIFFERENCE IN BEHAVIOR IS A CONSEQUENCE OF SHIFT OF SET OR ATTENTION OR THE RESULT OF THE ADULT'S GREATER RICHNESS AND SKILL IN SEMANTIC ASSOCIATION, THE PEDAGOGICAL IMPLICATIONS ARE QUITE DIFFERENT. THESE CONSIDERATIONS AND OTHERS CONCERNING AGE OF LEARNING AND THE SOCIAL MILIEU ARE BROUGHT TO BEAR IN THIS PAPER, TO SUGGEST NEW DIRECTIONS THAT RESEARCH MIGHT TAKE IN THE STUDY OF BILINGUALISM. (AUTHOR/AMM)

INSTITUTION NAME: CALIFORNIA UNIV., BERKELEY. LANGUAGE AND BEHAVIOR RESEARCH LAB.

ACCESSION NUMBER: ED018798

TITLE: SUGGESTED ACTIVITIES FOR NON-ENGLISH SPEAKING BEGINNERS, THE FIRST WEEK.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.12

DESCRIPTIVE NOTE: 26P.

THIS PLAN, COVERING THE FIRST FIVE DAYS OF A BILINGUAL FIRST GRADE CLASS, WAS DESIGNED TO AID BEGINNING TEACHERS OF NON-ENGLISH SPEAKING CHILDREN MEET SOME OF THE SITUATIONS THEY WILL ENCOUNTER. (SPECIAL EMPHASIS IS ON SPANISH-SPEAKING CHILDREN.) THE DAILY SCHEDULE IS PRESENTED AS A GUIDE TO BE ADJUSTED ACCORDING TO NEED. IN ADDITION TO THE SUGGESTED ACTIVITIES AND MATERIALS, THE ENGLISH PHRASES AND SENTENCES APPROPRIATE TO THE CLASSROOM AND PLAYGROUND SITUATIONS ARE INCLUDED, WITH THEIR SPANISH EQUIVALENTS. (A KNOWLEDGE OF SPANISH ON THE PART OF THE TEACHER IS APPARENTLY ASSUMED.) SOURCES OF THE RECORDS, PUPPETS, AND BOOKS MENTIONED ARE LISTED WITH ADDRESSES. THE ADDRESS OF THE REGION ONE EDUCATION SERVICE CENTER IS 101 NORTH 8TH STREET, EDINBURG, TEXAS 78539. (AMM)

INSTITUTION NAME: REGION ONE EDUCATIONAL SERVICE CENTER, EDINBURG, TEX.

ACCESSION NUMBER: ED019122

PUBLICATION DATE: 31AUG67

TITLE: FINAL REPORT ON HEAD START EVALUATION AND RESEARCH--1966-67 TO THE INSTITUTE FOR EDUCATIONAL DEVELOPMENT. SECTION VI, THE MEASUREMENT OF BILINGUALISM AND BICULTURAL SOCIALIZATION OF THE CHILD IN THE SCHOOL SETTING--THE DEVELOPMENT OF INSTRUMENTS.

PERSONAL AUTHOR: CERVENKA, EDWARD J.

IDENTIFIER: DEL RIO; HEAD START; TEXAS

EDRS PRICE: EDRS PRICE MF-$1.00 HC-$9.60

DESCRIPTIVE NOTE: 238P.

A STUDY TO DEVELOP INSTRUMENTS TO MEASURE CHILD BILINGUALISM AND BICULTURAL SOCIALIZATION WAS CONDUCTED IN DEL RIO, TEXAS, A MEXICAN-AMERICAN COMMUNITY IN WHICH SCHOOL IS TAUGHT IN BOTH SPANISH AND ENGLISH. THREE INSTRUMENTS WERE DEVELOPED--(1) A SERIES OF 6 TESTS FOR MEASURING LINGUISTIC COMPETENCE IN ENGLISH, (2) A SIMILAR SERIES OF 6 TESTS FOR SPANISH, AND (3) A SERIES OF 3 INSTRUMENTS FOR MEASURING SOCIALIZATION. TEST BATTERIES FOCUSED ON THE ORAL-AURAL USE OF LANGUAGE IN REALISTIC SCHOOL SITUATIONS. A RANDOM SAMPLE OF 97 FIRST GRADERS WAS GROUPED INTO 4 EXPERIMENTAL SECTIONS TAUGHT BILINGUALLY BY MEXICAN-AMERICAN TEACHERS AND INTO 4 CONTROL SECTIONS TAUGHT IN ENGLISH BY ENGLISH TEACHERS. THE CONTROL GROUP CHILDREN WERE GIVEN THE ENGLISH SERIES AND INVENTORY OF SOCIALIZATION WHILE THE EXPERIMENTAL CHILDREN WERE GIVEN BOTH THE ENGLISH AND SPANISH SERIES AND THE INVENTORY. ANALYSIS OF TEST RESULTS SHOWED THAT THE EXPERIMENTAL SUBJECTS WERE AS COMPETENT IN ENGLISH AS THOSE LEARNING ONLY IN ENGLISH AND ALSO BETTER ADJUSTED SOCIALLY. TEST INSTRUMENT VALIDITY AND RELIABILITY WAS DETERMINED AND AN ITEM ANALYSIS CARRIED OUT. APPENDIXES WHICH INCLUDE FACSIMILES OF TEST INSTRUMENTS AND ANALYSES OF EXPERIMENTAL DATA COMPRISE MORE THAN HALF OF THE REPORT. (MS)

INSTITUTION NAME: TEXAS UNIV., AUSTIN. CHILD DEVELOPMENT EVALUATION AND RESEARCH CENTER.

ACCESSION NUMBER: ED019160

PUBLICATION DATE: 67

TITLE: BILINGUAL EDUCATION FOR MEXICAN-AMERICAN CHILDREN, A REPORT OF AN EXPERIMENT CONDUCTED IN THE MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT.

PERSONAL AUTHOR: GONZALES, EUGENE ; PLAKOS, JOHN

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.96

DESCRIPTIVE NOTE: 47P.

AN EXPERIMENTAL CLASS IN BICULTURAL AND BILINGUAL EDUCATION WAS CONDUCTED FOR THE CHILDREN OF MEXICAN DESCENT IN MARYSVILLE, CALIFORNIA. THE CLASS, PLANNED ON AN UNGRADED BASIS, INCLUDED 8 BOYS AND 11 GIRLS WHOSE AGES RANGED FROM 6 TO 10 YEARS AND WHOSE GRADE PLACEMENTS ORDINARILY WOULD HAVE BEEN FROM KINDERGARTEN TO GRADE 4. TWELVE OF THE 19 SPOKE BOTH SPANISH AND ENGLISH, AND 6 PUPILS SPOKE AND UNDERSTOOD ONLY SPANISH. THE CURRICULUM WAS DESIGNED SO THAT THE CONTENT AREAS IN ARITHMETIC, HISTORY, GEOGRAPHY, AND SCIENCE WERE ADAPTED IN SPANISH TO PROMOTE THE ACQUISITION OF THE NECESSARY CONCEPTS, AS THE PUPILS USED THEIR NATIVE LANGUAGE TO MEDIATE LEARNING. THOUGH THE PARENTS, TEACHERS, AND PUPILS SEEM VERY POSITIVE IN THEIR ATTITUDES TOWARD A BILINGUAL PROGRAM OF INSTRUCTION AND MANY PUPILS DID EXPERIENCE SUCCESS, CONCLUSIVE EVIDENCE OF THE EFFECTIVENESS OF BILINGUAL CLASSES IS NOT AVAILABLE BECAUSE A CONTROL GROUP WAS NOT UTILIZED. (ES)

INSTITUTION NAME: MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT, CALIF.

ACCESSION NUMBER: ED019183

PUBLICATION DATE: MAR68

TITLE: APPLYING AUDIO-LINGUAL (ORAL) TECHNOLOGY TO BEGINNING READING.

PERSONAL AUTHOR: KING, EVA; KING, PAUL

EDRS PRICE: EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 14P.

THE ROLE OF EDUCATIONAL TECHNOLOGY IN LANGUAGE COMMUNICATION FOR PRIMARY SCHOOL STUDENTS IS DISCUSSED. IT IS KNOWN THAT COMMUNICATION SKILLS DEVELOP IN SEQUENCE, THAT THERE IS A GAP BETWEEN A 6-YEAR- OLD'S LISTENING AND READING SKILLS, AND THAT READING IS A MULTISENSORY SKILLS. IN ADDITION, THERE ARE STRIKING SIMILARITIES IN MASTERING ORAL LANGUAGE AND BEGINNING READING, AND THERE MUST BE ONE-AT-A-TIME AUDIOLINGUAL PERFORMANCES. IN ONE RESEARCH EXPERIMENT, AUDIOLINGUAL PERFORMANCE WAS DEALT WITH BY TAPE RECORDERS, HEADPHONES, AND CARTRIDGE TAPES. BY THIS METHOD, ATTENTION SPAN INCREASED, INTENSIVE CONCENTRATION INCREASED, AND THE TECHNICAL READINESS OF THE CHILDREN OFTEN SURPASSED THAT OF THEIR TEACHERS. A PILOT PROJECT ON AUDIOLINGUAL TECHNOLOGY AND BEGINNING READING WAS BEGUN IN THE VIRGIN ISLANDS. TEACHERS AND STUDENTS BENEFIT FROM SUCH A PROGRAM. THIS PAPER WAS BASED ON AN ILLUSTRATED LECTURE AT THE SEATTLE INTERNATIONAL READING ASSOCIATION CONFERENCE AND IS A REPRINT FROM "TESOL QUARTERLY," MARCH 1968. (BK)

ACCESSION NUMBER: ED019899

PUBLICATION DATE: 13NOV65

TITLE: OUR BILINGUALS--SOCIAL AND PSYCHOLOGICAL BARRIERS, LINGUISTIC AND PEDAGOGICAL BARRIERS (2ND ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, NOVEMBER 13, 1965). REPORTS.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.68

DESCRIPTIVE NOTE: 40P.

A SERIES OF REPORTS SUBMITTED FOR THE 1965 CONFERENCE DEFINE THE VARIOUS SOCIOCULTURAL, PSYCHOLOGICAL, LINGUISTIC, AND PEDAGOGICAL BARRIERS TO ACADEMIC ACHIEVEMENT AMONG SPANISH-SPEAKING CHILDREN IN THE SOUTHWEST AND RECOMMEND IMPROVEMENTS TO BREAK DOWN THESE BARRIERS. INDIVIDUAL REPORTS DEAL WITH THE PROBLEMS OF PRESERVING ETHNIC IDENTITY, INSTITUTING BILINGUAL AND SPECIAL PLACEMENT PROGRAMS, IMPROVING INSTRUCTIONAL MATERIALS, DEVELOPING MORE EFFICIENT TEACHING METHODS AND TECHNIQUES, AND IMPROVING TEACHER ATTITUDES AND QUALIFICATIONS. LISTS OF QUESTIONS SUGGESTED BY THESE REPORTS ARE INCLUDED FOR FUTURE STUDY. (SS)

INSTITUTION NAME: SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS.

ACCESSION NUMBER: ED019909

PUBLICATION DATE: APR65

TITLE: BILINGUALISM AND THE BILINGUAL CHILD--A SYMPOSIUM.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$2.24

DESCRIPTIVE NOTE: 54P.

AN UNDERSTANDING OF BILINGUALISM AND ITS EFFECT ON INDIVIDUAL LEARNING PROCESSES WAS THE THEME OF THESE PAPERS PREPARED FOR A JUNE 1964 CONFERENCE FOR THE TEACHER OF THE BILINGUAL CHILD (UNIVERSITY OF TEXAS). TWO PAPERS SUBMITTED BY JOSHUA A. FISHMAN DISCUSS THE STATUS OF NON-ENGLISH LANGUAGE RESOURCES IN THE UNITED STATES, THE PROSPECTS FOR THE PRESERVATION OF THESE RESOURCES, AND THE POSSIBLE RELATIONSHIPS BETWEEN BILINGUALISM, INTELLIGENCE, AND LANGUAGE LEARNING. THE NEED TO CORRECT CURRENT MISEDUCATION OF SPANISH-SPEAKING CHILDREN IN THE SOUTH AND SOUTHWEST, AND THE APPLICATION OF PRINCIPLES LEARNED FROM LANGUAGE EDUCATION OF BILINGUALS TO LANGUAGE EDUCATION IN GENERAL IS STRESSED BY THEODORE ANDERSSON. ACCULTURATION OF THE BILINGUAL CHILD IS PROMOTED IN CHESTER C. CHRISTIAN JR.'S REPORT. A. BRUCE GAARDER DISCUSSES THE RESEARCH EFFORTS DESIGNED TO STRENGTHEN AND MAINTAIN A CHILD'S MOTHER TONGUE, WHICH IN TURN COULD HAVE POSITIVE EFFECTS ON THAT YOUNGSTER'S INTELLECT, PERSONALITY, AND ABILITY TO LEARN ENGLISH. THE LAST TWO PAPERS PRESENTED HERE FIND THE AUTHORS, DAVID T. HAKES, AND PAULINE M. ROJAS, DEALING RESPECTIVELY WITH UNDERSTANDING THE BILINGUAL THROUGH PSYCHOLOGY, AND INSTRUCTIONAL MATERIALS SPECIFICALLY GEARED FOR BILINGUALS. THIS IS A REPRINT FROM "THE MODERN LANGUAGE JOURNAL," VOLUME 49, NUMBERS 3 AND 4, MARCH AND APRIL 1965, PAGES 143-175, 220-239. (AF)

INSTITUTION NAME: TEXAS UNIV., AUSTIN.

ACCESSION NUMBER: ED020491

PUBLICATION DATE: NOV66

TITLE: THE CONSEQUENCES OF EARLY BILINGUALISM IN COGNITIVE DEVELOPMENT AND PERSONALITY FORMATION.

PERSONAL AUTHOR: DIEBOLD, A. RICHARD, JR.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.36

DESCRIPTIVE NOTE: 32P.

THIS PAPER (WHICH WAS PREPARED FOR A SYMPOSIUM ON "THE STUDY OF PERSONALITY" AT RICE UNIVERSITY, HOUSTON, NOVEMBER, 1966) REVIEWS THE ADVANCES MADE BY INTERDISCIPLINARY LINGUISTIC RESEARCH INTO THE EFFECTS OF EARLY BILINGUALISM. USING THE SAUSSUREAN MODEL OF THE LINGUISTIC SIGN, A DISTINCTION IS MADE BETWEEN "COORDINATE" AND "COMPOUND" BILINGUALS. COMPOUND BILINGUALISM TENDS TO RESULT WHEN THE TWO LANGUAGES ARE ACQUIRED IN A SPEECH COMMUNITY OFFERING THE CHILD EQUAL AND SIMULTANEOUS EXPOSURE TO THE TWO LANGUAGES AND WHERE THE SOCIAL FUNCTIONS OF THE TWO LANGUAGES ARE MINIMALLY DIFFERENTIATED. THE MORE TYPICAL BILINGUAL SITUATION IS ONE IN WHICH ONE OF THE LANGUAGES IS SOCIOLOGICALLY DOMINANT AND IN WHICH THE SOCIAL FUNCTIONS OF THE TWO LANGUAGES ARE DIFFERENT. WHEN BILINGUALS ARE STUDIED IN CONTEXTS WHERE THEIR BILINGUAL OR BICULTURAL BACKGROUND DOES NOT AUTOMATICALLY ASSIGN THEM LOWER STATUS WITHIN A MONOLINGUAL COMMUNITY, IT CAN BE SHOWN "THAT BILINGUALISM IS ASSOCIATED WITH AND MAY IN FACT BE FACILITATIVE OF SIGNIFICANTLY SUPERIOR PERFORMANCES ON BOTH VERBAL AND NON-VERBAL INTELLIGENCE TESTS." CASES OF BILINGUAL PSYCHOPATHOLOGY CAN BE TRACED TO A "CRISIS IN SOCIAL AND PERSONAL IDENTITY ENGENDERED BY ANTAGONISTIC ACCULTURATIVE PRESSURES DIRECTED ON A BICULTURAL COMMUNITY BY A SOCIOLOGICALLY DOMINANT MONOLINGUAL SOCIETY." APPENDED TO THIS PAPER IS A SIX-PAGE BIBLIOGRAPHY ON BILINGUALISM. (JD)

ACCESSION NUMBER: ED020497

TITLE: BASIC EDUCATION FOR SPANISH-SPEAKING DISADVANTAGED PUPILS.

PERSONAL AUTHOR: OTT, ELIZABETH H.

IDENTIFIER: AUSTIN TEXAS; SOUTHWEST EDUCATIONAL DEVELOPMENT LAB; SWEDL

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.00

DESCRIPTIVE NOTE: 23P.

A BILINGUAL EDUCATION PROGRAM HAS BEEN FIELD TESTED IN SAN ANTONIO, TEXAS, IN CLASSES OF DISADVANTAGED MEXICAN-AMERICAN CHILDREN. THIS SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY (SWEDL) PROGRAM IS ALSO APPLICABLE TO TEACHING FRENCH ACADIANS AND NEGRO AMERICANS. THE STRENGTH OF THE PROGRAM, ACCORDING TO THE AUTHOR, LIES IN WHAT IT DOES TO CHANGE THE CHILDREN. IT HELPS THEM BECOME "INTELLECTUALLY CURIOUS, PROFOUNDLY SENSITIVE TO OPPORTUNITIES AROUND THEM, AND FRIENDLY AND RESPONSIVE HUMAN BEINGS." BY TALKING FIRST ABOUT AN IMPERSONAL SUBJECT LIKE SCIENCE, THE CHILDREN GAIN LANGUAGE PROFICIENCY AND CONFIDENCE WHICH ENABLES THEM TO MOVE TOWARD LEARNING ABOUT SOCIAL STUDIES, AND HOW THEY FIT INTO THE LARGER WORLD BEYOND THEIR NEIGHBORHOODS. READING IN THE TWO LANGUAGES IS INTRODUCED EARLY AND IS BASED ON WHAT THEY HAVE LEARNED TO UNDERSTAND AND USE ORALLY. SUBJECT MATERIALS ARE TAUGHT IN BOTH SPANISH AND ENGLISH AT SEPARATE PERIODS DURING THE DAY. A DESCRIPTION OF HORN'S LANGUAGE RESEARCH PROJECT (BEGUN IN 1964 AND STILL ONGOING IN THE SAN ANTONIO SCHOOL DISTRICT) AND THE OTT STUDY (THE SPANISH-ENGLISH FLUENCY TEST WHICH WAS GIVEN TO CHILDREN PARTICIPATING IN THE HORN PROJECT) IS FOLLOWED BY TEST DATA. (AMM)

ACCESSION NUMBER: ED020504

PUBLICATION DATE: MAR68

TITLE: THE LINGUA PLAN.

PERSONAL AUTHOR: LIBAW, FRIEDA B.

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

INCLUDED IN THIS DOCUMENT ARE THE RATIONALE AND OUTLINE OF THE "LINGUA PLAN," A BILINGUAL EDUCATION PROGRAM DEVELOPED BY THE STAFF OF THE GALTON INSTITUTE TO IMPROVE THE PRIMARY EDUCATION OF MEXICAN AMERICAN CHILDREN WHO ENTER KINDERGARTEN WITH LITTLE OR NO KNOWLEDGE OF ENGLISH. THE MAJOR PURPOSE OF PROJECT LINGUA IS TO DETERMINE WHETHER (1) CLASSROOM USE OF THE CHILD'S NATIVE LANGUAGE, (2) SPECIAL MATERIALS WRITTEN TO REFLECT MEXICAN AMERICAN CULTURAL VALUES, OR (3) A COMBINATION OF BOTH IS MOST EFFECTIVE IN RAISING THE LEVEL OF EDUCATIONAL ACHIEVEMENT OF SPANISH-SPEAKING MEXICAN AMERICAN CHILDREN. THE COMPARATIVE EFFECTIVENESS OF THESE DIFFERENT FACTORS WOULD BE TESTED THROUGH ACTUAL CLASSROOM TEACHING. PROCEDURES TO IMPLEMENT THE PLAN ARE DESCRIBED IN THIS DOCUMENT AND CENTER ON--(1) SELECTION OF CHILDREN AND TEACHERS, (2) IMPLEMENTATION (TEACHER TRAINING, CURRICULUM DEVELOPMENT), (3) EVALUATION, AND (4) DISSEMINATION OF FINDINGS. APPENDED ARE A REVIEW OF OTHER BILINGUAL EDUCATION PROGRAMS AND THREE BIBLIOGRAPHIES OF RECENT WORK IN THIS AREA, CHILDREN'S BOOKS IN SPANISH, AND LISTS OF SPANISH CLASSROOM MATERIALS. THE PUBLISHER OF THIS DOCUMENT IS THE GALTON INSTITUTE, P.O. BOX 35336, PREUSS STATION, LOS ANGELES, CALIFORNIA 90035. (JD)

INSTITUTION NAME: GALTON INSTITUTE, LOS ANGELES, CALIF.

ACCESSION NUMBER: ED020819

PUBLICATION DATE: 67

TITLE: IMPROVING EDUCATIONAL OPPORTUNITIES OF THE MEXICAN-AMERICAN, PROCEEDINGS OF THE TEXAS CONFERENCE FOR THE MEXICAN-AMERICAN (1ST, SAN ANTONIO, APRIL 13-15, 1967).

PERSONAL AUTHOR: DARLING, DAVID W.; ESTES, DWAIN M.

IDENTIFIER: *MEXICAN-AMERICAN; TEXAS

EDRS PRICE: EDRS PRICE MF-$0.75 HC-$6.92

DESCRIPTIVE NOTE: 171P.

PROCEEDINGS OF A 1967 TEXAS CONFERENCE ON IMPROVING EDUCATIONAL OPPORTUNITIES FOR MEXICAN AMERICANS ARE INCLUDED IN THIS REPORT. SPEECHES, COMMENTARIES, A PAPER, RECOMMENDATIONS, AND RESOLUTIONS ILLUSTRATE THE STATED GOALS OF THE CONFERENCE--(1) TO IDENTIFY AND DEFINE BARRIERS FACED BY MEXICAN-AMERICANS IN SCHOOLS AND COMMUNITIES IN TEXAS, (2) TO SHOW AND DISCUSS SOME OF THE PROGRAMS UNDERWAY AIMED AT ENHANCING BILINGUAL EDUCATION, (3) TO FOCUS ATTENTION ON PROBLEMS REQUIRING IMMEDIATE SOLUTION, AND (4) TO DEVELOP A PLAN OF ACTION FOR THE DISSEMINATION OF INFORMATION AND STATISTICAL DATA TO REMOVE EXISTING BARRIERS AND FIND SOLUTIONS TO THE PROBLEMS. NAMES OF THE CONFERENCE SPEAKERS AND SPEECH TITLES ARE LISTED IN THE TABLE OF CONTENTS. SOME EXEMPLARY DEMONSTRATION PROGRAMS DEALING WITH BILINGUALISM CONCLUDE THE DOCUMENT. (SW)

INSTITUTION NAME: SOUTHWEST EDUCATIONAL DEVELOPMENT CORP., AUSTIN, TEX.

ACCESSION NUMBER: ED020873

PUBLICATION DATE: 24APR68

TITLE: EXPERIMENTS IN KINDERGARTEN READING.

PERSONAL AUTHOR: BAKER, EVA L. ; AND OTHERS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

FOUR PAPERS GIVEN AT THE READING SYMPOSIUM OF THE 1968 AMERICAN EDUCATIONAL RESEARCH ASSOCIATION PRESENT DISCUSSIONS OF THE SOUTHWEST REGIONAL LABORATORY (SWRL) READING PROGRAM. THE FIRST PAPER DESCRIBES OBJECTIVES, CLASSROOM MATERIALS, AND PROCEDURES. OBJECTIVES FOR SIGHT-RECOGNITION, WORD-ATTACK SKILLS, AND COMPREHENSION SKILLS ARE EXPRESSED IN EXPECTED STUDENT BEHAVIORS. THE MATERIALS CONSIST OF 150 LESSONS FOR A 30-WEEK KINDERGARTEN INSTRUCTIONAL PERIOD OF 20-MINUTES DAILY, ACCOMPANIED BY PHONICS WORKBOOKS, COMPREHENSION BOOKLETS, PRACTICE EXERCISES, AND 60 READING PAPERBACKS. THE TEACHERS FOLLOW THE LESSONS 4 DAYS A WEEK AND HAVE FREE CHOICE OF INSTRUCTION 1 DAY A WEEK. FACTORS AFFECTING THE SUCCESS OF THE PROGRAM SUCH AS PUBLIC APPROVAL AND PUPIL PERFORMANCE ARE DISCUSSED IN A SECOND PAPER. THE MATERIALS AND PROCEDURES USED, THE PROGRAM'S RATIONALE, THE AMOUNT OF INSTRUCTION AND PRACTICE, AND THE TYPE OF PRACTICE USED ARE CONSIDERED. A THIRD PAPER PRESENTS A BEGINNING READING PROGRAM FOR SPANISH- SPEKAING CHILDREN WHICH CONTAINS 21 10-MINUTE TAPE-RECORDED AND PROGRAMED LESSONS FOR TEACHING THE OBJECTIVES OF THE FIRST 7 WEEKS OF THE SWRL READING PROGRAM. THE FOURTH PAPER DESCRIBES USE OF THE THREE-FORM CRITERION-REFERENCED INDIVIDUAL TEST DEVELOPED TO EVALUATE PUPIL PERFORMANCE AS A CRITERION OF THE SWRL READING PROGRAM'S EFFECTIVENESS. THIS DOCUMENT IS AVAILABLE FROM SWRL, 11300 LA CIENEGA BOULEVARD, INGLEWOOD, CALIFORNIA 90304. (NS)

INSTITUTION NAME: SOUTHWEST REGIONAL EDUCATIONAL LAB., INGLEWOOD, CALIF.

ACCESSION NUMBER: ED021247

TITLE: SOME SUGGESTIONS FOR RESEARCH ON FIRST AND SECOND LANGUAGE ACQUISITION.

PERSONAL AUTHOR: VON RAFFLER ENGEL, WALBURGA

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.84

DESCRIPTIVE NOTE: 44P.; PREPRINT FROM ETUDES DE LINGUISTIQUE APPLIQUEE, U. OF BESANCON, FRANCE.

THE AUTHOR CONSIDERS CONTROVERSIAL PSYCHOLINGUISTIC PROBLEMS IN THE STUDY OF FIRST AND SECOND LANGUAGE ACQUISITION, RAISING SUCH QUESTIONS AS WHETHER ALL CHILDREN LEARN LANGUAGE IN THE SAME WAY, AND WHETHER ALL LANGUAGES ARE LEARNED IN THE SAME WAY. HER OBSERVATIONS, BASED PARTIALLY ON OBSERVING HER OWN BILINGUAL CHILD, SUGGEST THAT THE CENEMATIC (PHONOLOGICAL) AND PLEREMATIC (MORPHOLOGICAL) LEVELS ARE ACQUIRED INDEPENDENTLY OF EACH OTHER, AND OUGHT TO BE INVESTIGATED SEPARATELY. INDIVIDUAL DIFFERENCES IN LANGUAGE LEARNING PROCEDURES EXIST, AND SHOW UP IN MUCH THE SAME WAY WHEN A FOREIGN LANGUAGE IS ACQUIRED. PARALLELISM DURING THE "TELEGRAPHIC" STAGE IN ITALIAN, RUSSIAN, AND ENGLISH-SPEAKING CHILDREN IS A UNIVERSAL CONCEPT FORMATION, RATHER THAN SYNTAX. IT APPEARS MOST LIKELY THAT A CHILD'S LANGUAGE DEVELOPMENT IS CONDITIGNED BY HIS COGNITIVE DEVELOPMENT AND IS THEREFORE PRIMARILY SEMANTIC RATHER THAN SYNTACTIC. THE MATURATION CURVE DURING WHICH THE CHILD ACQUIRES HIS LANGUAGE AT THE SAME TIME HE EXPANDS HIS COGNITIVE POWERS IS DIFFERENT FROM THE MENTAL PROCESS OF SECOND LANGUAGE LEARNING, AND RAISES THE QUESTION OF DOMINANCE IN BILINGUAL CHILDREN. (THE AUTHOR DISCARDS THE CONCEPT OF CO-ORDINATE VERSUS COMPOUND BILINGUALISM.) THE MEMORIZATION OF A FIXED LINGUISTIC MODEL, ASSOCIATED WITH A CONSTANT NON-LINGUISTIC BEHAVIOR, IS AT THE ROOT OF THE CHILD'S LANGUAGE ACQUISITION. (AMM)

ACCESSION NUMBER: ED021648

PUBLICATION DATE: 65

TITLE: SPANISH SPEAKING CHILDREN OF THE SOUTHWEST, THEIR EDUCATION AND THE PUBLIC WELFARE.

PERSONAL AUTHOR: MANUEL, HERSCHEL T.

IDENTIFIER: ARIZONA; CALIFORNIA; COLORADO; NEW MEXICO; TEXAS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 239P.

DIFFERENCES IN CULTURES AND ECONOMIC STATUS HAVE HISTORICALLY DIVIDED THE SOUTHWEST, AND THE HOSTILITY AND MISTRUST BROUGHT ABOUT BY THESE DIFFERENCES STILL EXIST. IT IS THE PURPOSE OF THIS BOOK TO PRESENT THE PROBLEMS OF SPANISH-SPEAKING CHILDREN, TO POINT OUT BASIC RELATIONSHIPS AND TRENDS, AND TO CONSIDER POSSIBLE WAYS OF MEETING SPECIFIC NEEDS. POPULATION DISTRIBUTION AND PRESENT EDUCATIONAL PROCEDURES AND PHILOSOPHIES ARE LISTED. STUDENTS, PARENTS, AND TEACHERS DESCRIBE PROBLEMS OF THE CHILD, IN PARTICULAR THOSE PROBLEMS DUE TO THE LANGUAGE BARRIER. IT EMPHASIZES THE FACT THAT SCHOOLS NEED ALL AVAILABLE DEVICES TO OFFER MORE CONTACT WITH SPOKEN AND WRITTEN ENGLISH. A MAJOR STEP WOULD BE TO AUTHORIZE THE SCHOOL TO EXTEND ITS WORK TO THE 5-YEAR-OLD SPANISH-SPEAKING CHILD. ALTHOUGH COMMAND OF THE ENGLISH LANGUAGE IS VIRTUALLY A NECESSITY, SPANISH-SPEAKING CHILDREN AT SOME POINT IN THEIR LIVES SHOULD HAVE AN OPPORTUNITY TO BECOME LITERATE IN THEIR MOTHER TONGUE. (FS)

AVAILABILITY: UNIVERSITY OF TEXAS PRESS, AUSTIN 78712

ACCESSION NUMBER: ED021848

PUBLICATION DATE: MAY 66

TITLE: BILINGUALISM AND CREATIVITY.

PERSONAL AUTHOR: JACOBS, JOHN F.; PIERCE, MARNELL L.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.32

DESCRIPTIVE NOTE: 6P.

THIS STUDY ATTEMPTED TO DETERMINE WHETHER OR NOT THERE IS A RELATIONSHIP BETWEEN CREATIVITY, OR DIVERGENT THINKING, AND BILINGUALISM IN FIFTH- AND SIXTH-GRADE FLORIDA STUDENTS (20 MONOLINGUAL AMERICANS, 16 GREEK-AMERICANS, 17 SPANISH-AMERICANS, AND 18 CZECH-AMERICANS). TO ASSESS THE DEGREE OF BILINGUALISM, THE "ADAPTED HOFFMAN BILINGUAL SCHEDULE" WAS USED. TWO TESTS WERE ADMINISTERED TO DETERMINE CREATIVITY--A "WORD MEANINGS" TEST IN WHICH THE CHILDREN WERE ASKED TO SUPPLY AS MANY MEANINGS AS POSSIBLE FOR EACH OF 25 AMERICAN WORDS, AND A "USES" TEST IN WHICH THEY WERE ASKED TO LIST WAYS OF USING COMMON OBJECTS. THE BILINGUAL STUDENTS SCORED HIGHER ON THE NON-VERBAL "USES" TEST AND SLIGHTLY LOWER ON THE "WORD MEANINGS" TEST THAN DID THE MONOLINGUAL STUDENTS. USING THE COMBINED SCORE, THE BILINGUALS WERE GENERALLY HIGHER--THAT IS, MORE CREATIVE. FACTORS WHICH MAY HAVE INFLUENCED THE RESULTS--DEGREE OF BILINGUALISM, IQ, AGE, ATTITUDE TOWARD EXPERIMENTERS, GEOGRAPHIC LOCATION, RURAL VERSUS URBAN ENVIRONMENTS, AND SOCIOECONOMIC AND EDUCATIONAL LEVEL OF THE FAMILY--WERE CONSIDERED, BUT NOT, IN ALL INSTANCES, CONTROLLED. (JS)

JOURNAL CITATION: ELEMENTARY ENGLISH; V43 P499-503 MAY 1966

ACCESSION NUMBER: ED022162

PUBLICATION DATE: AUG 68

TITLE: PROBLEMS IN FOREIGN LANGUAGE TESTING; PROCEEDINGS OF A CONFERENCE HELD AT THE UNIVERSITY OF MICHIGAN, SEPTEMBER 1967.

PERSONAL AUTHOR: UPSHUR, JOHN A., ED.; FATA, JULIA, ED.

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 189P.

THE 14 CONFERENCE PAPERS AND DISCUSSION TRANSCRIPTS IN THIS VOLUME WERE ARRANGED TO SUGGEST BOTH AN OUTLINE OF THE STATE OF THE ART OF FOREIGN LANGUAGE TESTING AND A PRACTICAL GUIDE FOR TEST WRITERS AND USERS. THE FIRST TWO PAPERS (T.R. HOPKINS, LANGUAGE TESTING OF NORTH AMERICAN INDIANS; AND E.J. BRIERE, TESTING ESL AMONG NAVAJO CHILDREN) DEAL WITH SPECIFIC GROUPS. A PAPER BY D.A. WHITE (SECOND LANGUAGE TESTING REQUIREMENTS OF THE CANADIAN PUBLIC SERVICE COMMISSION) SHOWS THE VAST RANGE OF PROBLEMS AND THEIR CONSEQUENCES. TWO PAPERS PRESENT MODELS OF LANGUAGE BEHAVIOR (L.A. JAKOBOVITS, DIMENSIONALITY OF COMPOUND-COORDINATE BILINGUALISM; AND R.L. COOPER, AN ELABORATED LANGUAGE TESTING MODEL). THE THREE FOLLOWING PAPERS DISCUSS TESTING VARIABLES AND INSTRUMENTATION (P. PIMSLEUR, APTITUDE TESTING; B. SPOLSKY ET AL., PRELIMINARY STUDIES IN THE DEVELOPMENT OF TECHNIQUES FOR TESTING OVERALL SECOND LANGUAGE PROFICIENCY; AND T. PLAISTER, TESTING AURAL COMPREHENSION). TEST VALIDITY IS DEALT WITH IN PAPERS BY R.M. VALETTE (EVALUATING ORAL AND WRITTEN COMMUNICATION), E.G. LEWIS (INTERNATIONAL EDUCATION ASSESSMENT—ENGLISH AS A FOREIGN LANGUAGE), AND E. INGRAM (TESTING IN THE CONTEXT OF A LANGUAGE LEARNING EXPERIMENT). FINALLY, TWO PAPERS DISCUSS CLASSIFICATION OF TESTS (W.F. MACKEY, THE TYPOLOGY, CLASSIFICATION AND ANALYSIS OF LANGUAGE TESTS; AND J. SAVARD, A PROPOSED SYSTEM FOR CLASSIFYING LANGUAGE TESTS). A SUMMARY OF THE CONFERENCE WAS WRITTEN BY L.A. PALMER. (JD)

AVAILABILITY: LANGUAGE LEARNING, NORTH UNIVERSITY BUILDING, UNIVERSITY OF MICHIGAN, ANN ARBOR, MICHIGAN 48104 ($3.00).

JOURNAL CITATION: LANGUAGE LEARNING; SPECIAL ISSUE NO. 3 AUGUST 1968.

INSTITUTION NAME: MICHIGAN UNIV., ANN ARBOR. RESEARCH CLUB IN LANGUAGE LEARNING.

ACCESSION NUMBER: ED022528

PUBLICATION DATE: JAN 68

TITLE: SAN ANTONIO LANGUAGE RESEARCH PROJECT, 1965-66 (YEAR TWO) FINDINGS.

PERSONAL AUTHOR: ARNOLD, RICHARD D.

IDENTIFIER: SAN ANTONIO LANGUAGE RESEARCH PROJECT

EDRS PRICE: EDRS PRICE MF-$0.50 HC-$4.08

DESCRIPTIVE NOTE: 100P.

A STUDY TO DETERMINE THE EFFECTS OF ORAL-AURAL TEACHING (INTENSIVE LANGUAGE INSTRUCTION) TECHNIQUES ON PUPILS' GAINS IN READING PROFICIENCY INVOLVED 1418 PUPILS. A SAMPLE OF FIRST GRADERS AND A SAMPLE OF SECOND GRADERS WERE EACH SUBDIVIDED INTO FOUR GROUPS. GROUP ONE WAS EXPOSED TO ORAL-AURAL TEACHING METHODS IN ENGLISH FOR THE PRESENTATION OF SCIENCE MATERIALS. GROUP TWO WAS TAUGHT THE SAME CONTENT IN ORAL-AURAL SPANISH. GROUP THREE RECEIVED THE SCIENCE CONTENT WITHOUT ORAL-AURAL METHODS, AND THE CONTROL GROUP, REPRESENTING A CROSS SECTION OF SOCIOECONOMIC LEVELS IN CONTRAST TO THE THREE DISADVANTAGED GROUPS, HAD NEITHER THE EXPERIMENTAL SCIENCE MATERIALS NOR THE ORAL-AURAL INSTRUCTION. PRETEST AND POSTTEST SCORES ON READING ACHIEVEMENT AND INTELLIGENCE FOR ALL GROUPS PROVIDED DATA TREATED BY ANALYSIS OF COVARIANCE. FINDINGS INDICATED NO SIGNIFICANT DIFFERENCE IN THE ORAL-AURAL METHOD IN THE SECOND GRADE. RESULTS FROM THE FIRST GRADE RATED THE ORAL-AURAL ENGLISH TREATMENT AS THE MOST SUCCESSFUL OF ALL. A POSSIBLE EXPLANATION OF THE DIFFERENCE IN SAMPLE RESULTS MAY BE THAT THE FIRST GRADE TEACHERS HAD HAD A YEAR'S EXPERIENCE WITH THE EXPERIMENTAL METHODS AND MATERIALS. THE DEVELOPMENT OF MORE APPROPRIATE EVALUATION INSTRUMENTS AND ADDITIONAL STUDY OF THE TEACHER VARIABLE ARE NEEDED. FOURTEEN TABLES AND A BIBLIOGRAPHY ARE INCLUDED. APPENDIX A SUMMARIZES THE STATISTICAL PROCEDURE, AND APPENDIX B GIVES THE STUDY'S STATISTICAL RESULTS. (MS)

INSTITUTION NAME: TEXAS UNIV., AUSTIN. RESEARCH AND DEVELOPMENT CENTER FOR TEACHER EDUCATION.

ACCESSION NUMBER: ED022554

PUBLICATION DATE: 30 NOV 67

TITLE: HEAD START EVALUATION AND RESEARCH CENTER, THE UNIVERSITY OF CHICAGO. REPORT E, COMPARATIVE USE OF ALTERNATIVE MODES FOR ASSESSING COGNITIVE DEVELOPMENT IN BILINGUAL OR NON-ENGLISH SPEAKING CHILDREN.

PERSONAL AUTHOR: SHIPMAN, VIRGINIA C.

IDENTIFIER: *HEAD START; SEMINOLE INDIANS

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.84

IN ORDER TO ASSESS THE FEASIBILITY OF ALTERNATIVE METHODS FOR DETERMINING THE COGNITIVE DEVELOPMENT OF BILINGUAL OR NON-ENGLISH SPEAKING CHILDREN FROM A DISPARATE CULTURAL BACKGROUND, 28 SEMINOLE INDIAN CHILDREN FROM TWO HEAD START CENTERS WERE ADMINISTERED A SERIES OF INTELLIGENCE TESTS, SOME BASED ON VERBAL ABILITY, SOME NOT. THE TESTS USED WERE (1) THE RAVENS COLORED MATRICES, (2) THREE PIAGETIAN MEASURES DESIGNED TO ASSESS THE CHILD'S STAGE OF CONCRETE OPERATIONS, (3) TWO MEASURES OF CLASSIFICATORY BEHAVIOR (CLASS INCLUSION AND OBJECT SORTING), AND (4) THE STANFORD-BINET. THE RAVENS TEST PURPORTS TO ASSESS A PERSON'S PRESENT CAPACITY FOR INTELLECTUAL ACTIVITY AND HAS A MINUMUM OF VERBAL REQUIREMENTS. THIS TEST SHOWED THE LEAST DEFICIT FOR THE INDIAN CHILDREN AND WAS A GOOD PREDICTOR OF THE CHILD'S FUNCTIONING ON OTHER TASKS. THE STANFORD-BINET SHOWED THE CHILDREN TO BE VERY DEFICIENT IN INTELLECTUAL ABILITY. THE CHILDREN DID POORLY ON THE PIAGETIAN MEASURES, CONSIDERABLY BELOW NORMATIVE LEVELS. ON THE SORTING TASKS, THE INDIAN CHILDREN SCORED BELOW URBAN NEGRO CHILDREN WHO HAD TAKEN THE SAME TEST. AN APPENDIX CONTAINING TASK DESCRIPTIONS FOLLOWS THIS REPORT. (WD)

INSTITUTION NAME: CHICAGO UNIV., ILL. HEAD START EVALUATION AND RESEARCH CENTER.

ACCESSION NUMBER: ED022569

PUBLICATION DATE: DEC 67

TITLE: SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY. ANNUAL REPORT.

IDENTIFIER: LOUISIANA; TEXAS

EDRS PRICE: EDRS PRICE MF-$0.50 HC-$4.92

DESCRIPTIVE NOTE: 121P.

ACTIVITIES OF THE SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY ARE AIMED AT MEETING THE SPECIAL EDUCATIONAL NEEDS OF MEXICAN AMERICANS, NEGROES, AND ACADIAN FRENCH LOCATED WITHIN THE OPERATING RADIUS OF THE LABORATORY. IMPROVED CURRICULAR OFFERINGS DIRECTED SPECIFICALLY TOWARD THE REGIONAL MINORITIES IN TEXAS AND LOUISIANA HAVE BEEN INTRODUCED BY THE LABORATORY IN SCIENCE, MATHEMATICS, SOCIAL SCIENCE, AND LANGUAGE ARTS. DEMONSTRATION CENTERS HAVE BEEN ESTABLISHED IN THE 2-STATE REGION TO SPEED ADAPTATION OF MODEL PROGRAMS IN PARTICULAR COMMUNITY ENVIRONMENTS. IN ADDITION TO CURRICULAR IMPROVEMENT, A PROJECT AIMED AT DETERMINING THE EFFECTIVENESS OF INSERVICE TRAINING PROGRAMS FOR TEACHERS OF THE DISADVANTAGED IN THIS REGION IS ALSO UNDERWAY. (DA)

INSTITUTION NAME: DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, WASHINGTON, D.C.

ACCESSION NUMBER: ED022619

PUBLICATION DATE: 67

TITLE: AN APPROACH TO MIGRANT BILINGUAL EDUCATION.

PERSONAL AUTHOR: JACOBS, CHARLES C.

IDENTIFIER: *NEW JERSEY

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.36

DESCRIPTIVE NOTE: 32P.

THE INCREASED NUMBER OF SPANISH-SPEAKING MIGRANT WORKERS UTILIZED IN NEW JERSEY AGRICULTURE HAS MADE IT NECESSARY FOR THE PUBLIC SCHOOLS TO PROVIDE EDUCATIONAL PROGRAMS FOR BILINGUAL STUDENTS. THIS DOCUMENT PRESENTS ACTIVITIES AND RATIONALE DESIGNED TO HELP SUCH CHILDREN IN BECOMING BILINGUAL AND BI-CULTURAL. INCLUDED ARE ENGLISH-TO-SPANISH WORD LISTS (WITH PHONETIC SPELLINGS) TO FAMILIARIZE TEACHERS WITH A BASIC SPANISH VOCABULARY. SELECTED INSTRUCTIONAL ACTIVITIES ARE PRESENTED FOR ELEMENTARY, MIDDLE, AND UPPER LEVEL STUDENTS. THE EMPHASIS OF THE PROGRAM IS ON STUDENT INVOLVEMENT IN ORAL ACTIVITIES TO INCREASE COMMUNICATION SKILLS IN AN UNFAMILIAR LANGUAGE. (DK)

INSTITUTION NAME: DELAWARE STATE DEPT. OF PUBLIC INSTRUCTION, DOVER.

ACCESSION NUMBER: ED023097

PUBLICATION DATE: 8 MAY 68

TITLE: BILINGUALISM; A BIBLIOGRAPHY.

PERSONAL AUTHOR: BABIN, PATRICK

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.75

DESCRIPTIVE NOTE: 33P.

THIS BIBLIOGRAPHY IS A SELECTED LISTING OF BOOKS, MONOGRAPHS, JOURNAL ARTICLES, UNPUBLISHED PAPERS, AND BIBLIOGRAPHIES FOCUSING ON BILINGUALISM. THE 412 ENTRIES ARE ARRANGED ALPHABETICALLY BY AUTHOR. THE LIST INCLUDES ONLY THE MOST SIGNIFICANT ITEMS WITH RESPECT TO THE THOROUGHNESS OF TREATMENT, OR THOSE WHICH ILLUSTRATE NEW STEPS IN THE DEVELOPMENT OF STUDIES ON THE SUBJECT. (DO)

ACCESSION NUMBER: ED023492

PUBLICATION DATE: 26 APR 68

TITLE: BILINGUAL EDUCATION.

PERSONAL AUTHOR: RODRIGUEZ, ARMANDO

IDENTIFIER: *BILINGUAL EDUCATION ACT

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.80

DESCRIPTIVE NOTE: 14P.; PAP. PRESENTED AT NAT. CONF. ON EDUC. OPPORTUNITIES FOR THE MEXICAN-AMERICAN, AUSTIN, TEXAS, APRIL 25-26, 1968.

BILINGUAL EDUCATION IS THE PROCESS OF INSTRUCTING THE CHILD IN HIS NATIVE LANGUAGE IN SOME OR ALL THE CURRICULAR AREAS WHILE HE IS LEARNING ENGLISH IN THE PUBLIC SCHOOL. THIS PROCESS PREVENTS ACADEMIC RETARDATION DUE TO A LACK OF PROFICIENCY IN THE ENGLISH LANGUAGE. BILINGUAL EDUCATION GIVES EACH STUDENT A BASE FOR SUCCESS IN THE WORLD OF WORK, WHILE PRESERVING AND ENRICHING THE CULTURAL AND HUMAN RESOURCES OF A PEOPLE. IT IS RECOMMENDED THAT PILOT PROGRAMS AND DEMONSTRATION PROJECTS IN BILINGUAL AND BICULTURAL EDUCATION INITIATED UNDER TITLE 7 OF THE ELEMENTARY AND SECONDARY EDUCATION ACT ILLUSTRATE HOW OTHER FEDERAL ASSISTANCE PROGRAMS COULD BETTER BE USED TO SUPPORT SIMILAR EDUCATIONAL UNDERTAKINGS. IT IS ALSO SUGGESTED THAT MORE EMPHASIS BE PLACED ON INSERVICE PROGRAMS IN BILINGUAL TEACHER EDUCATION. (DA)

ACCESSION NUMBER: ED023494

PUBLICATION DATE: 62

TITLE: THE LINCOLN PROJECT: A STUDY OF THE EDUCATIONAL PROGRAM OF A JUNIOR HIGH SCHOOL IN A TRANSITIONAL NEIGHBORHOOD. A REPORT OF THE LINCOLN GUIDANCE RESEARCH PROJECT.

PERSONAL AUTHOR: SEGEL, DAVID; RUBLE, RONALD A.

IDENTIFIER: *ALBUQUERQUE PUBLIC SCHOOLS

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$2.30

DESCRIPTIVE NOTE: 44P.

THE LINCOLN GUIDANCE RESEARCH PROJECT, FUNDED BY THE NATIONAL DEFENSE EDUCATION ACT, STUDIED A GROUP OF JUNIOR HIGH SCHOOL STUDENTS IN A TRANSITIONAL NEIGHBORHOOD WITH MAJOR EMPHASIS ON EDUCATIONAL NEEDS OF STUDENTS WHO WILL FIND EMPLOYMENT IN SERVICE OCCUPATIONS. RECOMMENDATIONS INCLUDED INTENSIVE REMEDIAL WORK AT THE SEVENTH GRADE LEVEL, CONTINUAL EVALUATION OF STUDENTS' PROGRESS THROUGHOUT THE JUNIOR HIGH GRADES, INCREASED GUIDANCE AND COUNSELING STAFF, AND A THIRD CURRICULUM CHOICE AT THE TENTH GRADE LEVEL, IN ADDITION TO COLLEGE PREPARATION AND VOCATIONAL EDUCATION. IT WAS PROPOSED THAT STUDENTS WITH LESS THAN HIGH SCHOOL CAPABILITIES ENTER A TWO-YEAR INTENSIVE WORK-EXPERIENCE TRAINING PROGRAM IN PREPARATION FOR VOCATIONAL OPPORTUNITIES WHICH DO NOT REQUIRE HIGH SCHOOL GRADUATION FOR EMPLOYMENT. TEST RESULTS, QUESTIONNAIRES, AND RATING FORMS USED IN THE STUDY ARE INCLUDED AS APPENDICES. (JH)

INSTITUTION NAME: ALBUQUERQUE PUBLIC SCHOOLS, N. MEX.

ACCESSION NUMBER: ED023508

PUBLICATION DATE: JUN 67

TITLE: EVALUATION OF THE BI-LINGUAL PROJECT OF HARLANDALE INDEPENDENT SCHOOL DISTRICT, SAN ANTONIO, TEXAS, IN THE FIRST GRADES OF FOUR ELEMENTARY SCHOOLS DURING 1966-1967 SCHOOL YEAR.

PERSONAL AUTHOR: PRYOR, GUY C.

EDRS PRICE: EDRS PRICE MF-$0.50 HC-$3.95

DESCRIPTIVE NOTE: 77P.

A COMPARISON OF ACHIEVEMENT AND PERSONAL ADJUSTMENT OF SPANISH-SPEAKING STUDENTS IN AN EXPERIMENTAL BILINGUAL SCHOOL ENVIRONMENT AT THE FIRST GRADE LEVEL WAS THE PURPOSE OF THE HARLANDALE INSTRUCTIONAL PROJECT. THIS EVALUATION REPORT PRESENTS COMPARATIVE DATA FROM THE TESTING PROGRAM USED TO ESTABLISH THE EFFECTIVENESS OF BILINGUAL EDUCATION WHEN COMPARED TO TRADITIONAL ENGLISH-ONLY INSTRUCTION. THE COMPARATIVE DATA ALSO INCLUDES BEHAVIORAL OBSERVATIONS BY THE TEACHER, ATTENDANCE AND PROMOTION DATA, AND PUPIL HISTORY. STATISTICAL COMPARISONS ARE MADE ON ALL TEST RESULTS OF THE PRE- AND POST-TESTING PERIODS. THE RESULTS OF THE PROJECT TEND TO REFLECT FAVORABLY ON BILINGUAL INSTRUCTION, AND RECOMMENDATIONS WERE MADE TO EXPAND AND CONTINUE RESEARCH IN THE PROGRAM. (DK)

INSTITUTION NAME: HARLANDALE INDEPENDENT SCHOOL DISTRICT, SAN ANTONIO, TEX.

ACCESSION NUMBER: ED024034

PUBLICATION DATE: APR 67

TITLE: PROBLEMS OF BILINGUALISM.

PERSONAL AUTHOR: MACNAMARA, JOHN, ED.

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 137P.

THIS ISSUE OF THE JOURNAL OF SOCIAL ISSUES IS DEVOTED TO NINE ARTICLES ON THE TOPIC OF BILINGUALISM WRITTEN BY AUTHORITIES IN THE FIELDS OF LINGUISTICS, ANTHROPOLOGY, SOCIOLOGY, PSYCHOLOGY, AND EDUCATION. THE AUTHORS AND THEIR TOPICS ARE: (1) DELL HYMES, "MODELS OF THE INTERACTION BETWEEN LANGUAGE AND SOCIAL SETTING," (2) JOSHUA A. FISHMAN, "BILINGUALISM WITH AND WITHOUT DIGLOSSIA; DIGLOSSIA WITH AND WITHOUT BILINGUALISM," (3) HEINZ KLOSS, "BILINGUALISM AND NATIONALISM," (4) JOHN J. GUMPERZ, "ON THE LINGUISTIC MARKERS OF BILINGUAL COMMUNICATION," (5) JOHN MACNAMARA, "THE BILINGUAL'S LINGUISTIC PERFORMANCE--A PSYCHOLOGICAL OVERVIEW," (6) SUSAN ERVIN-TRIPP, "AN ISSEI LEARNS ENGLISH," (7) WALLACE E. LAMBERT, "A SOCIAL PSYCHOLOGY OF BILINGUALISM," (8) A. BRUCE GAARDER, "ORGANIZATION OF THE BILINGUAL SCHOOL," AND (9) JOHN MACNAMARA, "THE EFFECTS OF INSTRUCTION IN A WEAKER LANGUAGE." (JD)

AVAILABILITY: ACME PRINTING AND REPRODUCTIONS, 611 SOUTH MAPLE ROAD, ANN ARBOR, MICHIGAN ($2.25).

JOURNAL CITATION: JOURNAL OF SOCIAL ISSUES; V23 N2 APR 1967

INSTITUTION NAME: SOCIETY FOR THE PSYCHOLOGICAL STUDY OF SOCIAL ISSUES, ANN ARBOR, MICH.

ACCESSION NUMBER: ED024493

PUBLICATION DATE: 68

TITLE: DEVELOPMENT OF A BILINGUAL TASK FORCE TO IMPROVE EDUCATION OF MEXICAN AMERICAN STUDENTS.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.30

DESCRIPTIVE NOTE: 4P.

IT IS PROPOSED THAT RESOURCE TASK FORCES BE DEVELOPED TO MOBILIZE LOCAL CALIFORNIA SCHOOL DISTRICT PERSONNEL TOWARD MORE EFFECTIVE PROGRAMS FOR MEXICAN AMERICAN STUDENTS. AS CONCEIVED, EACH TASK FORCE WOULD PROVIDE IN-SERVICE TRAINING FOR SCHOOL DISTRICT PERSONNEL, GIVE CLASSROOM DEMONSTRATIONS, WORK WITH MEXICAN AMERICAN COMMUNITIES, AND ASSIST IN EVALUATING PROGRAMS DESIGNED PRIMARILY FOR MEXICAN AMERICAN CHILDREN. EACH TASK FORCE WOULD CONSIST OF FROM ONE TO FIVE PERSONS AND WOULD BE ASSIGNED TO A SPECIFIC REGIONAL AREA. EACH TASK FORCE WOULD INCLUDE PERSONS WITH COMBINED PROFESSIONAL QUALIFICATIONS OF BILINGUAL ABILITY, ADMINISTRATIVE-SUPERVISORY EXPERIENCE, POSSESSION OF A REGULAR TEACHING AND/OR ADMINISTRATIVE CREDENTIAL, CURRICULUM DEVELOPMENT AND EVALUATION EXPERIENCE, AND SPECIAL TRAINING IN WORKING WITH SPANISH-SPEAKING STUDENTS. THE PROGRAM WOULD BE SUPPORTED BY STATE FUNDS, WITH LOCAL SCHOOL DISTRICTS PROVIDING MATCHING FUNDS AT A SPECIFIED RATIO. (VM)

INSTITUTION NAME: CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO.

ACCESSION NUMBER: ED024939

PUBLICATION DATE: 68

TITLE: INTONATIONAL INTERFERENCE IN THE SPEECH OF PUERTO RICAN BILINGUALS, AN INSTRUMENTAL STUDY BASED ON ORAL READINGS OF A JUAN BOBO STORY.

PERSONAL AUTHOR: NASH, ROSE

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$2.95

DESCRIPTIVE NOTE: 57P.

THIS PAPER EXAMINES THREE ASPECTS OF PHONOLOGICAL INTERFERENCE OBSERVABLE IN THE SPEECH OF PUERTO RICAN BILINGUALS: (1) SEGMENTATION PATTERNS, (2) ACCENTUAL PATTERNS, AND (3) PITCH PATTERNS. TEN REPRESENTATIVE SPEAKERS, INCLUDING NINE STUDENTS AND ONE FACULTY MEMBER, WERE SELECTED TO READ A STORY IN THE ORIGINAL SPANISH AND IN ENGLISH TRANSLATION. ONE READER HAD NATIVE FLUENCY IN ENGLISH BUT HEAVY INTERFERENCE IN SPANISH. THE OTHER NINE READERS ALL HAD NATIVE FLUENCY IN SPANISH WITH VARYING DEGREES OF FLUENCY IN ENGLISH: THREE HAD NATIVE FLUENCY, THREE HAD A SLIGHT FOREIGN ACCENT, AND THREE HAD HEAVY INTERFERENCE. THE TAPED CORPUS WAS FIRST SUBJECTED TO INTENSIVE AUDITORY ANALYSIS AND DESCRIPTION. STRESSES, MELODIC CURVES, AND JUNCTURES WERE MARKED FOR EACH SPEAKER IN BOTH VERSIONS. INSTRUMENTAL PROCESSING OF THE TAPE RECORDING YIELDED GRAPHIC STRIPCHART DISPLAYS OF PITCH AND INTENSITY, FROM WHICH DETAILED MEASUREMENTS WERE MADE FOR PEAK PITCHES AND ALL PAUSE LENGTHS OVER .3 SECONDS. INSTRUMENTAL DATA WERE CORRELATED WITH THE DESCRIPTIONS OBTAINED FROM AUDITORY ANALYSIS, AND THE VARIOUS VERSIONS OF THE SPEAKERS WERE THEN COMPARED. PART I OF THIS DOCUMENT PRESENTS THE THEORETICAL BACKGROUND FOR INTONATION ANALYSIS AND DISCUSSES THE RELATIONSHIP BETWEEN INTERFERENCE AND INTELLIGIBILITY. PART II GIVES THE TEXT AND PROCEDURES USED AND EXPLAINS THE INTERFERENCES FOUND. (DO)

ACCESSION NUMBER: ED025366

PUBLICATION DATE: NOV 68

TITLE: PROGRAMS AVAILABLE FOR STRENGTHENING THE EDUCATION OF SPANISH-SPEAKING STUDENTS.

PERSONAL AUTHOR: KNIEFEL, TANYA SUAREZ, COMP.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$2.15

DESCRIPTIVE NOTE: 41P.; PAPER PREPARED FOR THE CONF. ON TEACHER EDUC. FOR MEXICAN AMERICANS, NEW MEXICO STATE UNIV., FEBRUARY 13-15, 1969.

THE PURPOSES OF THE GUIDE ARE: (1) TO PROVIDE INFORMATION CONCERNING FEDERAL FUNDS AVAILABLE FOR TRAINING EDUCATIONAL PERSONNEL TO WORK IN AREAS WITH HIGH CONCENTRATIONS OF BILINGUAL STUDENTS; AND (2) TO PROVIDE FAMILIARIZATION WITH PROGRAMS AVAILABLE FOR BILINGUAL STUDENTS, AS WELL AS PROGRAMS FOR RESEARCH INTO THEIR EDUCATIONAL PROBLEMS. ALSO INCLUDED IS A LIST OF SCHOLARSHIPS AVAILABLE FOR SPANISH-SPEAKING STUDENTS. RELEVANT FEDERAL LEGISLATION IS LISTED, ALONG WITH THE PURPOSE OF EACH ACT, AVAILABILITY OF FUNDS, AND ELIGIBILITY. GUIDELINES FOR WRITING AND EVALUATING PROPOSALS FOR FEDERAL FUNDS ARE INCLUDED. A BIBLIOGRAPHY IS GIVEN TO PROVIDE INFORMATION CONCERNING FEDERAL FUNDING OFFERED BY THE U.S. OFFICE OF EDUCATION, AND THE PROCEDURES FOR APPLYING FOR THESE FUNDS. (CM)

AVAILABILITY: MANAGER, DUP. SERV., NMSU, P.O. BOX 3CB, LAS CRUCES, N.M. 88001 ($1.00, OVER 5 COPIES $0.85 EACH)

INSTITUTION NAME: NEW MEXICO STATE UNIV., UNIVERSITY PARK. ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS.

ACCESSION NUMBER: ED025368

PUBLICATION DATE: FEB 69

TITLE: PROBLEMS AND STRATEGIES IN TEACHING THE LANGUAGE ARTS TO SPANISH-SPEAKING MEXICAN AMERICAN CHILDREN.

PERSONAL AUTHOR: ROSEN, CARL L.; ORTEGO, PHILIP D.

IDENTIFIER: *SOUTHWEST

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.40

DESCRIPTIVE NOTE: 26P.; PAPER PREPARED FOR THE CONF. ON TEACHER EDUC. FOR MEXICAN AMERICANS, NEW MEXICO STATE UNIV., FEBRUARY 13-15, 1969.

PROBLEMS ASSOCIATED WITH TEACHING ENGLISH LANGUAGE ARTS TO MEXICAN AMERICAN PUPILS ARE EXAMINED. ATTENTION IS GIVEN TO CURRICULUM CONSIDERATIONS, METHODOLOGIES, AND INNOVATIONS FOR EFFECTING SUCCESS IN LANGUAGE ARTS DEVELOPMENT FOR THESE CHILDREN. THE FOUR MAJOR STRATEGIES DISCUSSED INCLUDE: (1) READYING THE CHILD FOR THE COMMON CURRICULUM, (2) SECOND LANGUAGE LEARNING, (3) READING INSTRUCTIONAL APPROACHES, AND (4) BILINGUAL EDUCATION. IT IS CONCLUDED THAT THE SOLUTION APPEARS TO REQUIRE: A COMMITMENT TO THE NEED FOR A NEWER WAY OF THINKING AND WORKING WITH THESE CHILDREN AND A FEEL FOR THE PROBLEM; A CHANGED APPROACH TO PLANNING, DECISION-MAKING, AND TEACHING, RESULTING IN A DIFFERENT TEACHING LEADERSHIP STYLE; AND A BROADENING OF THE BASE OF PARTICIPATION BY OPENING SOCIETY'S INSTITUTIONS AT ALL LEVELS TO ALL OF ITS PEOPLES. (SW)

AVAILABILITY: MANAGER, DUP. SERV., NMSU, P.O. BOX 3CB, LAS CRUCES, N.M. 88001 ($1.00, OVER 5 COPIES $0.85 EACH)

INSTITUTION NAME: NEW MEXICO STATE UNIV., UNIVERSITY PARK. ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS.

ACCESSION NUMBER: ED025744

PUBLICATION DATE: SEP 68

TITLE: BARRIERS TO SUCCESSFUL READING FOR SECOND-LANGUAGE STUDENTS AT THE SECONDARY LEVEL.

PERSONAL AUTHOR: MORRIS, JOYCE

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.40

DESCRIPTIVE NOTE: 6P.; PAPER PRESENTED AT THE TESOL CONVENTION, SAN ANTONIO, TEXAS, MARCH 1968.

THE AUTHOR EXAMINES SOME STATISTICS WHICH INDICATE ENTIRE CLASSROOMS OF INDIAN STUDENTS AT THE JUNIOR HIGH SCHOOL LEVEL ARE READING AT THE SECOND OR THIRD GRADE LEVEL, AND ARE GRADUATED FROM HIGH SCHOOL WITH PERHAPS INTERMEDIATE GRADE READING ABILITY. VARIOUS SURVEYS SEEM TO HAVE ESTABLISHED THAT CHILDREN ARE ABLE TO ACHIEVE AT GRADE LEVEL THROUGH THE PRIMARY GRADES BUT THEIR LEVEL OF ACHIEVEMENT FROM THAT POINT ON IS AN ENDLESS DOWNWARD SPIRAL. IN THE INTERMEDIATE GRADES, THE CAREFULLY CONTROLLED CONTENT AND VOCABULARY BREAKS DOWN; THE CHILDREN ARE EXPECTED TO LEARN, AT A FASTER RATE, MORE COMPLEX MATERIALS IN VARIOUS CONTENT AREAS. AT THIS POINT ALSO, INSTRUCTION IN READING USUALLY STOPS. THAT THE PRINCIPLES OF TEACHING ENGLISH AS A SECOND LANGUAGE SHOULD BE OBSERVED IS OBVIOUS, AND LACK OF FACILITY WITH ENGLISH HANDICAPS THE CHILD IN LEARNING TO READ ENGLISH. HOWEVER, IT CANNOT BE SAID THAT THE ABILITY TO SPEAK ENGLISH WILL INSURE ABILITY TO READ ENGLISH. TEACHING ORAL ENGLISH AND TEACHING READING ARE NOT IDENTICAL PROCESSES AND DO NOT HAVE THE SAME PURPOSES. FURTHER, THE PROCESSES AND AIMS OF INITIAL READING INSTRUCTION AND ADVANCED READING INSTRUCTION ARE NOT THE SAME. AT HIGHER LEVELS, THE STUDENTS SHOULD EQUATE WORDS NOT WITH SOUNDS BUT WITH MEANINGS. THEY SHOULD EXPLORE, INTERPRET, AND EXTEND THE CONCEPTS REPRESENTED IN WRITING IN ORDER TO DEVELOP THE CONCEPTUAL BASIS FOR ABSTRACTION IN ENGLISH. (AMM)

AVAILABILITY: TESOL, SCHOOL OF LANGUAGES AND LINGUISTICS, GEORGETOWN UNIVERSITY, WASHINGTON, D.C. 20007(SINGLE COPY $1.50).

JOURNAL CITATION: TESOL QUARTERLY; V2 N3 SEP 1968

ACCESSION NUMBER: ED025747

PUBLICATION DATE: SEP 68

TITLE: PRIORITIES IN INSTITUTING THE TEACHING OF ENGLISH AS A SECOND LANGUAGE IN A SOUTHWEST TEXAS SCHOOL.

PERSONAL AUTHOR: COOKSEY, ROBBIE CHOATE

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.40

DESCRIPTIVE NOTE: 6P.

FOLLOWING TWO YEARS OF PROBING INTO REASONS FOR LOCAL FAILURE IN TEACHING LATIN-AMERICAN STUDENTS, THE AUTHOR BEGAN AN INTENSIVE TEACHER-TRAINING PROGRAM, WITH CHANGES IN TEACHER ATTITUDE AS ITS FIRST GOAL. THE PHASES OF LANGUAGE THEORY AND METHODS COVERED IN THE TRAINING INCLUDED DEVELOPING AN UNDERSTANDING OF THE INTIMATE RELATIONSHIP BETWEEN A CULTURE AND ITS LANGUAGE; A LIMITED CONTRASTIVE ANALYSIS OF THE SOUND, STRUCTURE, AND VOCABULARY SYSTEMS OF ENGLISH AND SPANISH; ORAL DRILL TECHNIQUES WITH PRACTICE AND SUGGESTIONS FOR CLASSROOM USE; SUGGESTIONS FOR ADAPTING TEXTS PROVIDED BY THE STATE, WITH EMPHASIS ON SOUND AND STRUCTURE DRILLS FROM THE TEXT SELECTIONS; AND SEQUENCING OF THE INTRODUCTION OF NEW STRUCTURAL ELEMENTS. THE AUTHOR CONSIDERS THE MOST OBVIOUS AFFIRMATIVE RESULT TO BE THE DISAPPEARANCE OF MANY OF THE ATTITUDES OF COMPLACENCY AND DEFEATISM ON THE PART OF THE TEACHERS, AND STRESSES THE FACT THAT SECOND-LANGUAGE TEACHING HAS BEEN CARRIED ON EFFECTIVELY OVERSEAS FOR MANY YEARS. (AMM)

AVAILABILITY: TESOL, SCHOOL OF LANGUAGES AND LINGUISTICS, GEORGETOWN UNIVERSITY, WASHINGTON, D.C. 20007 (SINGLE COPY $1.50).

JOURNAL CITATION: TESOL QUARTERLY; V2 N3 SEP 1968

ACCESSION NUMBER: ED025756

PUBLICATION DATE: DEC 68

TITLE: DOBLE RESEARCH SUPPLEMENT (DIGEST OF BILINGUAL EDUCATION).

PERSONAL AUTHOR: BERNEY, TOMI D., ED.; EISENBERG, ANNE, ED.

IDENTIFIER: HILIGAYNON; IRISH; PHILIPPINES; *SECTION 7 ELEMENTARY AND SECONDARY EDUCATION ACT; WELSH

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.50

DESCRIPTIVE NOTE: 8P.

THIS BULLETIN SUMMARIZES THE ARGUMENTS FOR BILINGUAL EDUCATION IN THE UNITED STATES. MORE THAN ONE LANGUAGE IS NEEDED AS THE MEDIUM OF INSTRUCTION WHERE THE CHILD'S MOTHER TONGUE MAY NOT BE ENGLISH. INSTRUCTION IN A WEAKER LANGUAGE NOT ONLY RETARDS READING, BUT ARITHMETIC AND OTHER SUBJECTS ARE NOT AS WELL LEARNED IF THE CHILD MUST COPE WITH UNFAMILIAR SUBJECT MATTER IN AN UNFAMILIAR TONGUE. IN THE PAST, MANY TESTS OF LANGUAGE PROFICIENCY HAVE NOT BEEN PROPERLY DESIGNED, RESULTING IN MISLEADING SCORES. A COMMITTEE OF EDUCATORS AND ADMINISTRATORS HAS SUGGESTED THAT BILINGUAL SCHOOLING CAN RESULT "IN SUPERIOR EDUCATIONAL ACHIEVEMENT." EXPERIMENTAL PROJECTS, USING THE MOTHER TONGUE AS THE MEDIUM FOR INSTRUCTION AT EARLY STAGES, SUPPORT THIS PROPOSITION. IN ADDITION, BILINGUAL PROGRAMS TEND TO IMPROVE COMMUNITY INVOLVEMENT IN THE EDUCATION PROCESS. THREE PAGES OF SELECTED BIBLIOGRAPHY COVER RESEARCH, BACKGROUND INFORMATION, SELECTED PROGRAMS IN BILINGUAL EDUCATION, AND FURTHER INFORMATION. (MK) CH

ACCESSION NUMBER: ED025770

PUBLICATION DATE: DEC 68

TITLE: CONCERNING THE DIAGNOSIS AND REMEDYING OF LACK OF COMPETENCE IN A SECOND LANGUAGE.

PERSONAL AUTHOR: TRAILL, A.

IDENTIFIER: AFRIKAANS; *EMBEDDING; NESTED DEPENDENCIES; ZULU

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 6P.

THIS ARTICLE IS BASED ON CURRENT RESEARCH BEING UNDERTAKEN IN AN AFRICAN HIGH SCHOOL IN THE REPUBLIC OF SOUTH AFRICA. THE SUBJECTS FOR THIS RESEARCH ARE ZULU-SPEAKING PUPILS, AVERAGE AGE SIXTEEN YEARS, WHO HAVE RECEIVED EIGHT YEARS OF FORMAL INSTRUCTION IN ENGLISH. THEY ARE BEING TESTED IN THEIR NINTH YEAR OF SCHOOLING (STANDARD SEVEN) WHEN ENGLISH AND AFRIKAANS ARE USED AS THE MEDIUM OF INSTRUCTION FOR THE FIRST TIME. DESCRIBED ARE SOME SPECIAL TESTS DESIGNED TO ASSESS THE COMPETENCE OF SECOND LANGUAGE LEARNERS AND TO DETERMINE WHICH RULES OF THE SECOND LANGUAGE HAVE BEEN INTERNALIZED. RULES FOR NESTED DEPENDENCIES WERE USED IN ONE SET OF TESTS. IT WAS REVEALED THAT THE STUDENTS COULD NOT HANDLE SUCH NESTED DEPENDENCIES IN THE SECOND LANGUAGE, AND EXHIBITED A CERTAIN LACK OF COMPETENCE IN THE SECOND LANGUAGE. THE AUTHOR CONSIDERS THAT SUCH TESTS PROVIDE A USEFUL DIAGNOSTIC TOOL. (AMM)

AVAILABILITY: LANGUAGE LEARNING, NORTH UNIVERSITY BUILDING, ANN ARBOR, MICHIGAN 48104 ($3.00).

JOURNAL CITATION: LANGUAGE LEARNING; V18 N3-4 P253-58 DEC 1968

ACCESSION NUMBER: ED025771

PUBLICATION DATE: 68

TITLE: WHOSE AMERICAN DREAM IS IT?

PERSONAL AUTHOR: WILSON, JACQUES M.P.

IDENTIFIER: TITLE VII ELEMENTARY AND SECONDARY EDUCATION ACT

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 4P.

THE AUTHOR TAKES ISSUE WITH AN UNNAMED SUPERVISORY EDUCATOR WHO OPPOSES BILINGUAL EDUCATION. WILSON POINTS OUT THAT TO AVOID WASTING HUMAN RESOURCES IT IS ESSENTIAL THAT BETTER EDUCATION BE PROVIDED FOR MEXICAN-AMERICANS IN ORDER TO CUT DOWN THE REPEATING OF GRADES AND DROPPING OUT BY STUDENTS WHOSE "HOME LANGUAGE" IS NOT ENGLISH. INSTRUCTION IN ENGLISH AS A FOREIGN LANGUAGE IS NOT SUFFICIENT. ENGLISH AS THE ONLY LANGUAGE OF INSTRUCTION IN THE FIRST GRADE IS NOT SATISFACTORY. BALANCED BILINGUAL EDUCATION, USING THE HOME LANGUAGE AS THE MEDIUM OF INSTRUCTION IN THE EARLY GRADES, ACHIEVES NORMAL LITERACY IN TWO LANGUAGES AND OFFERS SUPERIOR ACADEMIC ACCOMPLISHMENTS. IT CAN IMPROVE THE SOCIAL AND PSYCHOLOGICAL ACCULTURATION OF MEXICAN-AMERICAN CHILDREN AND HELP DEVELOP NON-ENGLISH LANGUAGE RESOURCES VALUABLE TO THE U.S. TITLE VII OF THE ELEMENTARY AND SECONDARY EDUCATION ACT NOW PROVIDES THE OPPORTUNITY FOR BILINGUAL EDUCATION AND THE AUTHOR URGES THAT WE "NOT DENY THE MEXICAN-AMERICAN HIS SHARE OF THE GREAT AMERICAN DREAM." (MK)

AVAILABILITY: THE FLORIDA FL REPORTER, 801 NE 177TH ST., NORTH MIAMI BEACH FLA. 33162 ($0.25).

JOURNAL CITATION: THE FLORIDA FL REPORTER; V6 N2 FALL 1968

ACCESSION NUMBER: ED025772

TITLE: BILINGUAL ELEMENTARY SCHOOLING

PERSONAL AUTHOR: ANDERSSON, THEODORE

IDENTIFIER: UNIVERSITY OF TEXAS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 4P.

THIS PAPER REPORTS ON A STUDY OF BILINGUAL EDUCATION (SCHOOLING USING BOTH ENGLISH AND SPANISH AS MEDIA OF INSTRUCTION) BY STAFF FROM THE UNIVERSITY OF TEXAS AND 30 BILINGUAL ELEMENTARY-SCHOOL TEACHERS FROM 13 TEXAS SCHOOL SYSTEMS. THERE WAS WIDE AGREEMENT ON BASIC PRINCIPLES OF BILINGUAL EDUCATION: THAT EVERY CHILD SHOULD BE EDUCATED TO HIS FULL POTENTIAL; THAT HE SHOULD LEARN AT LEAST ONE LANGUAGE BESIDE ENGLISH; THAT IN BILINGUAL AREAS, FLUENCY AND LITERACY CAN BE ACHIEVED IN TWO LANGUAGES WITHOUT LOSS IN REGULAR SUBJECTS; THAT BOTH ENGLISH- AND SPANISH-SPEAKING CHILDREN CAN MASTER COMMON LEARNINGS THROUGH TWO LANGUAGES AS WELL AS THROUGH ONE; THAT LEARNING IN THE EARLY STAGES IS BEST ACHIEVED THROUGH THE MOTHER TONGUE; THAT READING AND WRITING SHOULD BE LEARNED FIRST THROUGH THE MOTHER TONGUE AND ONLY AFTER LEARNING TO UNDERSTAND AND SPEAK THE SECOND LANGUAGE SHOULD READING AND WRITING OF IT BE LEARNED. THE STUDY POINTS OUT THE APPROPRIATENESS OF VARIOUS STYLE LEVELS AND REGIONAL DIALECTS, AND SUGGESTS A NUMBER OF GOALS FOR BILINGUAL EDUCATION EXPERIMENTS, AMONG THEM TO EXPLAIN THE NATURE AND ROLE OF LANGUAGE IN EXPRESSION OF THOUGHTS AND PERSONALITY, AND TO PROVIDE FOR OBJECTIVE EVALUATION OF EXPERIMENTS AND DISSEMINATION OF CONCLUSIONS. (MK)

AVAILABILITY: FLORIDA FL REPORTER, 801 NE 177TH ST., NORTH MIAMI BEACH, FLORIDA 33162 (REPRINTS $0.25).

JOURNAL CITATION: THE FLORIDA FL REPORTER; V6 N2 FALL 1968

ACCESSION NUMBER: ED026158

PUBLICATION DATE: JUL 68

TITLE: EVALUATION OF THE BILINGUAL PROJECT OF HARLANDALE INDEPENDENT SCHOOL DISTRICT, SAN ANTONIO, TEXAS, IN THE FIRST AND SECOND GRADES OF FOUR ELEMENTARY SCHOOLS DURING 1967-68 SCHOOL YEAR.

PERSONAL AUTHOR: PRYOR, GUY C.

IDENTIFIER: *SAN ANTONIO; TEXAS

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$2.65

DESCRIPTIVE NOTE: 51P.

AN EVALUATION IS PROVIDED OF A PROJECT DESIGNED TO CREATE A BILINGUAL ENVIRONMENT AND A PROGRAM OF BILINGUAL INSTRUCTION FOR FIRST AND SECOND GRADE SPANISH SPEAKING CHILDREN. A COMPARISON IS INCLUDED OF THE LANGUAGE DEVELOPMENT AND READING ABILITY OF THE STUDENTS TAUGHT IN SPANISH AND ENGLISH WITH THOSE TAUGHT IN ENGLISH ONLY. A PRE- AND POST-TESTING PROGRAM AND TEACHER OBSERVATIONS, COMMENTS, EVALUATIONS, AND RECOMMENDATIONS ARE UTILIZED IN THE EVALUATION. CONCLUSIONS REVEAL THAT TEACHERS FEEL BILINGUAL INSTRUCTION SHOULD BE CONTINUED; PUPILS HAVE A BETTER SELF-CONCEPT, FEEL MORE ACCEPTED, HAVE MORE PRIDE IN THEIR OWN CULTURE, AND DERIVE PLEASURE FROM MATERIALS PORTRAYING THEIR CULTURE AFTER COMPLETING THE PROGRAM; PUPILS WHO HAVE EXHIBITED THE MOST LANGUAGE DEVELOPMENT ARE BILINGUAL AND HAVE INCREASED COGNITION AND INTELLECTUAL DEVELOPMENT; AND THERE IS NO SIGNIFICANT DIFFERENCE IN THE READING ABILITIES OF THE 2 GROUPS. IT IS RECOMMENDED THAT: (1) A STRUCTURED CORE PROGRAM IN LANGUAGE DEVELOPMENT BE DESIGNED, (2) THE SPANISH-SPEAKING CHILD'S FIRST CONTACT WITH FORMAL LANGUAGE DEVELOPMENT BE IN SPANISH, (3) PRE-FIRST GRADE ORAL LANGUAGE DEVELOPMENT BE IN BOTH SPANISH AND ENGLISH WHEN POSSIBLE, (4) HEADSTART PROGRAMS BE CONDUCTED IN SPANISH FOR THOSE TAUGHT BILINGUALLY IN FIRST GRADE, (5) FIRST GRADE STUDENTS IN THE PROGRAM CONTINUE INTO SECOND GRADE BILINGUAL PROGRAM, AND (6) BETTER COORDINATION, SELECTION, AND ASSISTANCE BE PROVIDED FOR THOSE INVOLVED IN THE PROGRAM. (SW)

INSTITUTION NAME: HARLANDALE INDEPENDENT SCHOOL DISTRICT, SAN ANTONIO, TEX.

ACCESSION NUMBER: ED026183

PUBLICATION DATE: AUG 68

TITLE: TEACHING SPANISH TO THE SPANISH-SPEAKING CHILD, 1965-1968. REPORT.

PERSONAL AUTHOR: DIGNEO, ELLEN HARTNETT, ED.; SHAYA, TILA, ED.

IDENTIFIER: NEW MEXICO

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.15

DESCRIPTIVE NOTE: 21P.

REALIZATION BY EDUCATORS OF THE EDUCATIONAL PROBLEMS FACED BY SPANISH-SPEAKING CHILDREN RESULTED IN A 1965-68 WESTERN STATES SMALL SCHOOLS PROJECT AT PECOS, NEW MEXICO, WHICH SOUGHT TO ESTABLISH THE STUDY OF SPANISH AS AN INTEGRAL PART OF DAILY CLASSROOM ACTIVITIES IN THE ELEMENTARY SCHOOL. THE OBJECTIVES OF THE SPANISH PROGRAM WERE (1) TO INCREASE ORAL FLUENCY IN SPANISH, (2) TO BEGIN INSTRUCTION IN SPANISH READING AND WRITING, AND (3) TO DEVELOP APPRECIATION AND AWARENESS OF SPANISH CULTURE. DAILY ACTIVITIES AND AUDIO-VISUAL MATERIALS WERE USED TO ENLARGE THE CHILDREN'S VOCABULARY. THE RESULTS WERE THAT BY ACQUIRING LITERACY IN THE MOTHER TONGUE, THE CHILDREN WERE ABLE TO APPRECIATE THE VALUE OF THEIR OWN CULTURE, AND SPANISH WAS ACCEPTED AS A MEDIUM OF COMMUNICATION. THE PROGRAM FURTHER HELPED THE SPANISH CHILD IMPROVE HIS ADJUSTMENT TO THE BICULTURAL ENVIRONMENT PREVALENT IN NEW MEXICO. (CM)

INSTITUTION NAME: NEW MEXICO WESTERN STATES SMALL SCHOOLS PROJECT, SANTA FE.

ACCESSION NUMBER: ED026193

PUBLICATION DATE: AUG 68

TITLE: TESTING IN SPANISH AND THE SUBSEQUENT MEASUREMENT OF ENGLISH FLUENCY.

PERSONAL AUTHOR: MYCUE, ELENA INES DE LOS SANTOS

IDENTIFIER: *LANGUAGE FACILITY TEST; TEXAS

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$2.65

DESCRIPTIVE NOTE: 51P.; MASTER'S THESIS SUBMITTED TO TEXAS WOMAN'S UNIV., COLLEGE OF EDUCATION, 1968.

THE LANGUAGE FACILITY TEST WAS ADMINISTERED TO 48 PRESCHOOL CHILDREN IN HEAD START CLASSES IN FT. WORTH, TEXAS, TO DETERMINE (1) IF THE SPONTANEOUS PRODUCTION OF ENGLISH SPEECH WOULD BE BETTER AFTER THE BILINGUAL CHILDREN WERE FIRST ALLOWED TO PERFORM IN SPANISH AND (2) IF THE ENGLISH LANGUAGE PERFORMANCE OF THE MEXICAN-AMERICAN BILINGUAL CHILDREN WOULD BE BETTER WHEN TESTED BY A MEXICAN-AMERICAN EXAMINER, RATHER THAN AN ANGLO-AMERICAN EXAMINER. RESULTS OF THE STUDY SHOWED THAT (1) PUPILS PERFORMED BETTER WITH A MEXICAN-AMERICAN EXAMINER AND (2) CHILDREN PERFORMED BETTER IN ENGLISH AFTER INITIAL PERFORMANCE IN A SIMILAR TASK IN SPANISH. RECOMMENDATIONS WERE THAT: (1) BILINGUAL EDUCATION BE MADE MANDATORY, (2) NEW MATERIAL ON BILINGUAL EDUCATION BE MADE AVAILABLE, (3) ENGLISH BE TAUGHT AS A SECOND LANGUAGE TO BILINGUAL CHILDREN, (4) TEACHERS BE FLUENT IN BOTH LANGUAGES, AND (5) UNDER-ACHIEVING SPANISH-SPEAKING CHILDREN BE TESTED IN SPANISH AS WELL AS IN ENGLISH TO DETERMINE MORE ACCURATELY THEIR POTENTIAL AND SPECIFIC NEEDS. A SURVEY OF RELATED STUDIES IS INCLUDED. (CM)

ACCESSION NUMBER: ED026546

PUBLICATION DATE: AUG 68

TITLE: BILINGUALISM IN THE BARRIO. FINAL REPORT.

PERSONAL AUTHOR: FISHMAN, JOSHUA A.; AND OTHERS

EDRS PRICE: EDRS PRICE MF-$4.50 HC-$61.70

DESCRIPTIVE NOTE: 1,232P.

THIS TWO-VOLUME COLLECTION OF STUDIES ATTEMPTS TO MEASURE AND DESCRIBE THE SOCIOLINGUISTIC NORMS OF A PUERTO RICAN BILINGUAL COMMUNITY. THE TARGET POPULATION OF 431 INDIVIDUALS IN A SINGLE NEIGHBORHOOD IN JERSEY CITY IDENTIFY WITH THE LARGE PUERTO RICAN COMMUNITY OF THE GREATER NEW YORK AREA. THE INDIVIDUAL STUDIES, ALL WRITTEN TO BE UNDERSTOOD INDEPENDENTLY, ARE GROUPED INTO BACKGROUND STUDIES AND SOCIOLOGICALLY, PSYCHOLOGICALLY, AND LINGUISTICALLY ORIENTED SECTIONS. SOME INTERVIEWS AND CENSUS STUDIES ARE INCLUDED. ALTERNATIVE MEASURES OF BILINGUALISM ARE DISCUSSED IN A CONCLUDING SECTION, AND ADDITIONAL PAPERS, INSTRUMENTS, AND CODE SHEETS ARE CONTAINED IN THEORETICAL ADDENDA AND APPENDIXES. (AF)

INSTITUTION NAME: YESHIVA UNIV., NEW YORK, N.Y.

ACCESSION NUMBER: ED026623

PUBLICATION DATE: OCT 67

TITLE: FORMULAS IN BILINGUALISM AND BICULTURALISM.

PERSONAL AUTHOR: RUDNYCKYJ, J. B.

IDENTIFIER: *BICULTURALISM; CANADA; GLOTTOPOLITICS; LANGUAGES IN CONTACT; ROMANSCH; SWITZERLAND

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.45

DESCRIPTIVE NOTE: 7P.; PAPER DELIVERED AT THE NINTH ANNUAL CONFERENCE OF THE LINGUISTIC CIRCLE OF MANITOBA AND NORTH DAKOTA, GRAND FORKS, N.D., OCT. 9-30. 1965.

THE AUTHOR SURVEYS THE PROBLEMS OF BILINGUAL AND BICULTURAL TENSIONS IN CANADA, CYPRUS, SWITZERLAND, ITALY, ASIA, AFRICA, AND THE AMERICAS. CLASSIFICATION OF BILINGUALISM IS PROPOSED TO SHOW: TWO OFFICIAL LANGUAGES; SEMI-OFFICIAL AND OFFICIAL LANGUAGES; UNOFFICIAL AND OFFICIAL LANGUAGES; OFFICIAL AND NATIONAL LANGUAGES. EXAMPLES OF NATIONAL LANGUAGE PATTERNS ARE GIVEN SHOWING THE NUMBER OF OFFICIAL LANGUAGES AND TYPES OF UNILINGUAL, BILINGUAL, AND MULTILINGUAL SPEAKERS. "CULTURAL ACCENTS" RESULT FROM INTERFERENCE OF CONFLICTING CULTURAL PATTERNS, AND BILINGUALISM AND BICULTURALISM DO NOT NECESSARILY COINCIDE. IN EXAMINING THE CORRELATION BETWEEN PHONOLOGY, MORPHOLOGY, OR SYNTAX AND BICULTURALISM, LINGUISTS WILL NEED TO WORK WITH THE OTHER SOCIAL SCIENCES. "CULTURES IN CONTACT" IS A MORE COMPREHENSIVE TERM THAN "ACCULTURATION." SUCH CULTURES CAN BE CLASSIFIED AS "ENCLAVIC," SYMBIOTIC," AND "MIXED." THE AUTHOR SUGGESTS A DISTINCTION BETWEEN INDIVIDUAL AND COMMUNITY CONTACTS, DIACHRONIC AND SYNCHRONIC APPROACHES, AND PRESENTS A FORMULA, SIMILAR TO A LINGUISTIC FORMULA, FOR COMPARISON OF CULTURES IN CONTACT. (MK)

AVAILABILITY: H. D. WIEBE, EDITOR OF PROCEEDINGS, LINGUISTIC CIRCLE OF MANITOBA AND NORTH DAKOTA, UNIVERSITY OF MANITOBA, WINNIPEG, CANADA.

ACCESSION NUMBER: ED026629

PUBLICATION DATE: 68

TITLE: ENGLISH FOR AMERICAN INDIANS: A NEWSLETTER OF THE OFFICE OF THE ASSISTANT COMMISSIONER FOR EDUCATION, BUREAU OF INDIAN AFFAIRS, UNITED STATES DEPARTMENT OF THE INTERIOR. FALL, 1968.

PERSONAL AUTHOR: OHANNESSIAN, SIRARPI, ED.

IDENTIFIER: *BIA; BICULTURALISM; BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$2.00

DESCRIPTIVE NOTE: 38P.

"ENGLISH FOR AMERICAN INDIANS" IS A NEWSLETTER INTENDED FOR TEACHERS AND OTHER EDUCATORS INVOLVED WITH TEACHING ENGLISH IN THE EDUCATIONAL SYSTEM OF THE BIA (BUREAU OF INDIAN AFFAIRS); IT IS ALSO OF INTEREST TO THOSE INVOLVED IN THE GENERAL FIELD OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES. THIS PUBLICATION IS PART OF THE IMPLEMENTATION OF THE RECOMMENDATIONS OF "THE STUDY OF THE PROBLEMS OF TEACHING ENGLISH TO AMERICAN INDIANS," JULY 1967, CONDUCTED BY THE CENTER FOR APPLIED LINGUISTICS UNDER THE AUSPICES OF THE BIA. (SEE RELATED DOCUMENT ED 014 727.) THE FIRST ARTICLE, "BEGINNING SCHOOL IN A SECOND LANGUAGE," BY LOIS MCINTOSH, DISCUSSES SOME OF THE PROBLEMS OF THE INDIAN CHILD, WHO BRINGS TO HIS EARLY SCHOOL LIFE HIS FIRST SIX OR SEVEN YEARS OF EXPERIENCE AND TRAINING IN A DIFFERENT LANGUAGE AND CULTURE. "THE TEACHER'S BOOKSHELF," BY CAROL J. KREIDLER, PRESENTS--(1) AN ANNOTATED SELECTION OF PRACTICAL AND READABLE TEXTS WHICH MAY PROVIDE A BACKGROUND IN LINGUISTICS FOR THE CLASSROOM TEACHER; (2) TEXTS FOR CLASSROOM USE ON THE ELEMENTARY, SECONDARY, AND ADULT EDUCATION LEVEL; AND (3) EXAMPLES OF MATERIALS WRITTEN SPECIFICALLY FOR PARTICULAR INDIAN GROUPS. THE THIRD, AND FINAL SECTION, "INFORMATION EXCHANGE," BY RUTH E. WINEBERG, DESCRIBES DEVELOPMENTS IN VARIOUS BIA SCHOOLS, BIA-SPONSORED PROJECTS, AND RELEVANT DEVELOPMENTS OUTSIDE THE BIA. (AMM)

INSTITUTION NAME: CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

ACCESSION NUMBER: ED026919

PUBLICATION DATE: AUG 68

TITLE: BILINGUAL ELEMENTARY SCHOOLING; A REPORT TO TEXAS EDUCATORS.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.45

DESCRIPTIVE NOTE: 27P.

A STUDY OF BILINGUAL ELEMENTARY SCHOOLING MADE AT A 1968 SUMMER BILINGUAL INSTITUTE HELD AT THE UNIVERSITY OF TEXAS INCLUDES AN EXTENSIVE INTRODUCTION COVERING BASIC PRINCIPLES, DEFINITIONS, MISCONCEPTIONS, BILINGUALISM IN THE UNITED STATES AND ABROAD, VARIATIONS IN PROGRAM DESIGN, AND SUGGESTED PROGRAM GUIDELINES. THE BODY OF THE DOCUMENT IS COMPRISED OF SUGGESTIONS FOR BOARDS OF EDUCATION, ADMINISTRATORS, TEACHERS, PARENTS, AND CHILDREN INVOLVED IN INITIATING NEW BILINGUAL PROGRAMS. A SELECTED BIBLIOGRAPHY ON RESEARCH IN BILINGUALISM CONCLUDES THE STUDY. (AF)

INSTITUTION NAME: TEXAS UNIV., AUSTIN.

ACCESSION NUMBER: ED026935

PUBLICATION DATE: 7 JUN 68

TITLE: THE INFLUENCE OF BILINGUALISM ON TESTED VERBAL ABILITY IN SPANISH AND ENGLISH. FINAL REPORT.

PERSONAL AUTHOR: RILEY, JOHN E.

IDENTIFIER: FORT WORTH; HOFFMAN BILINGUAL SCHEDULE; LAREDO; PEABODY PICTURE VOCABULARY TEST; TEXAS

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.30

DESCRIPTIVE NOTE: 24P.

ONE HUNDRED TWENTY FIRST-GRADE MEXICAN-AMERICAN STUDENTS (60 FROM EACH FORT WORTH AND LAREDO, TEXAS) WERE SUBJECTS OF AN EXPERIMENT WHICH ATTEMPTED TO DETERMINE WHETHER BILINGUALISM INHIBITS VERBAL ABILITY IN ONE OR BOTH OF THE CHILDREN'S LANGUAGES. THE PPVT-A (PEABODY PICTURE VOCABULARY TEST, FORM A) WAS USED TO TEST VERBAL ABILITY AND BILINGUALISM WAS ASSESSED BY A SPANISH TRANSLATION OF THE HOFFMAN BILINGUAL SCHEDULE ADMINISTERED TO THE PARENTS (A COPY OF WHICH IS REPRODUCED IN THE APPENDIX). RESULTS, CONTRARY TO PREVIOUS STUDIES CITED, SHOWED THAT THE DEGREE OF BILINGUALISM WAS NOT NEGATIVELY CORRELATED WITH THE PPVT-A IN ENGLISH OR SPANISH. THE UNDERLYING COMPLEXITIES OF TESTING BILINGUALISM ARE DISCUSSED WITH PARTICULAR REFERENCE TO THE IMPORTANCE OF COMMUNITY INFLUENCE ON THE CHILD'S BILINGUAL ABILITY. THE ARTICLE IS DIVIDED INTO SECTIONS WHICH DISCUSS METHODS, RESULTS, AND CONCLUSIONS OF RESEARCH. STATISTICAL TABLES AND REFERENCES ARE INCLUDED. (CW)

ACCESSION NUMBER: ED027062

PUBLICATION DATE: AUG 68

TITLE: ADMINISTRATION MANUAL FOR THE INVENTORY OF SOCIALIZATION OF BILINGUAL CHILDREN AGES THREE TO TEN. PART OF THE FINAL REPORT.

PERSONAL AUTHOR: CERVENKA, EDWARD JOHN

EDRS PRICE: EDRS PRICE MF-$0.50 HC-$3.75

DESCRIPTIVE NOTE: 75P.

THIS BATTERY OF TEST INSTRUMENTS IS ONE OF A SET OF THREE DEVELOPED FOR USE IN THE STUDY OF BILINGUAL (ENGLISH-SPANISH) INSTRUCTION PROGRAMS AND OTHER COMPENSATORY PROGRAMS IN TEXAS. THE SOCIALIZATION INVENTORY HAS BEEN BASED ON A SOCIOLOGICAL VIEW OF PERSONALITY AS A DEVELOPING AND CHANGING ENTITY. FOUR SUBMEASURES OF SOCIALIZATION ARE INCLUDED IN THIS MANUAL: (1) A MEASURE OF SELF-CONCEPT INDIVIDUALLY ADMINISTERED FOR PRESCHOOLERS OR GROUP-ADMINISTERED FOR SCHOOL-AGE CHILDREN, (2) A BEHAVIOR RATING SCALE OF A CHILD'S INTERPERSONAL BEHAVIOR IN AN INTERVIEW WITH THE TEST ADMINISTRATOR, (3) A BEHAVIOR RATING SCALE OF A CHILD'S GENERAL SOCIAL BEHAVIOR IN THE CLASSROOM, AND (4) A QUESTIONNAIRE GIVEN TO PARENTS OF CHILDREN IN THE BILINGUAL PROGRAMS. DIRECTIONS FOR ADMINISTERING AND RATING EACH MEASURE ARE GIVEN. SAMPLES OF THE SOCIALIZATION MEASURES AND THEIR RATING SHEETS FORM THE BULK OF THIS REPORT. (MS)

INSTITUTION NAME: TEXAS UNIV., AUSTIN. CHILD DEVELOPMENT EVALUATION AND RESEARCH CENTER.

ACCESSION NUMBER: ED027063

PUBLICATION DATE: AUG 68

TITLE: ADMINISTRATION MANUAL FOR TESTS OF BASIC LANGUAGE COMPETENCE IN ENGLISH AND SPANISH. LEVEL I (PRESCHOOL); CHILDREN AGES THREE TO SIX, ENGLISH AND SPANISH VERSIONS, FORMS A AND B. PART OF THE FINAL REPORT.

PERSONAL AUTHOR: CERVENKA, EDWARD JOHN

EDRS PRICE: EDRS PRICE MF-$0.75 HC-$7.40

DESCRIPTIVE NOTE: 146P.

THIS BATTERY OF TEST INSTRUMENTS IS ONE OF A SET OF THREE DEVELOPED FOR USE IN THE STUDY OF BILINGUAL (ENGLISH-SPANISH) INSTRUCTION PROGRAMS AND OTHER COMPENSATORY PROGRAMS IN TEXAS. THE TESTS ARE TO BE INDIVIDUALLY ADMINISTERED AND ARE DESIGNED TO MEASURE CHILDREN'S BASIC LANGUAGE COMPETENCE VIA THE PERCEPTUAL AND MOTOR SIDES OF LINGUISTIC AND COMMUNICATIVE PHENOMENA. IN THIS MANUAL, GUIDELINES FOR THE SELECTION AND TRAINING OF TEST ADMINISTRATORS SUGGEST DESIRABLE PROFESSIONAL AND PERSONALITY QUALIFICATIONS. THE IMPORTANCE OF A TRIAL TESTING PERIOD IS STRESSED. GENERAL DIRECTIONS ARE GIVEN FOR ESTABLISHING RAPPORT WITH THE CHILD TO BE TESTED AND FOR GIVING APPROPRIATE RESPONSES TO THE CHILD DURING TESTING. FORMS A AND B OF THE TESTS IN BOTH LANGUAGE VERSIONS ARE INCLUDED. SAMPLES IN THE APPENDIX INCLUDE PICTURES FOR THE ORAL VOCABULARY TESTS, THE SCORING SHEET FOR SUBTESTS, AND THE RATING SHEET OF THE CHILD'S INTERPERSONAL BEHAVIOR IN AN INTERVIEW WITH THE TEST ADMINISTRATOR. (MS)

INSTITUTION NAME: TEXAS UNIV., AUSTIN. CHILD DEVELOPMENT EVALUATION AND RESEARCH CENTER.

ACCESSION NUMBER: ED027064

PUBLICATION DATE: AUG 68

TITLE: ADMINISTRATION MANUAL FOR TESTS OF BASIC LANGUAGE COMPETENCE IN ENGLISH AND SPANISH. LEVEL II (PRIMARY GRADES): CHILDREN AGES SIX TO TEN, ENGLISH AND SPANISH VERSIONS, FORMS A AND B. PART OF THE FINAL REPORT.

PERSONAL AUTHOR: CERVENKA, EDWARD JOHN

EDRS PRICE: EDRS PRICE MF-$0.50 HC-$5.70

DESCRIPTIVE NOTE: 112P.

THIS BATTERY OF TEST INSTRUMENTS IS ONE OF A SET OF THREE DEVELOPED FOR USE IN THE STUDY OF BILINGUAL (ENGLISH-SPANISH) INSTRUCTION AND OTHER COMPENSATORY EDUCATION PROGRAMS IN TEXAS. THESE TESTS ARE DESIGNED TO MEASURE CHILDREN'S BASIC COMPETENCE IN A LANGUAGE VIA THEIR PERCEPTION OF LINGUISTIC PHENOMENA. THE LEVEL II BATTERY IS GROUP-ADMINISTERED FOR CHILDREN AGED SIX TO TEN OR IN PRIMARY GRADES ONE TO FOUR. INCLUDED IN THIS MANUAL ARE GENERAL INSTRUCTIONS FOR THE TEST ADMINISTRATOR. THEY WERE DESIGNED TO HELP DIMINISH THE INFLUENCE OF EXTRANEOUS FACTORS IN THE TESTING SITUATION AND TO OBTAIN COMPARABLE RESULTS FROM ONE SITUATION TO ANOTHER. THE TESTS AND SAMPLE ANSWER SHEETS FORM THE BULK OF THIS REPORT. (MS)

INSTITUTION NAME: TEXAS UNIV., AUSTIN. CHILD DEVELOPMENT EVALUATION AND RESEARCH CENTER.

ACCESSION NUMBER: ED027198

PUBLICATION DATE: 67

TITLE: THE EFFECT OF TEACHER SPANISH LANGUAGE FLUENCY UPON STUDENT ACHIEVEMENT IN A BILINGUAL SCIENCE PROGRAM.

PERSONAL AUTHOR: BOLGER, PHILIP ALBERT

IDENTIFIER: NEW YORK CITY

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 147P.

THE EFFECTS OF TWO DIFFERENT TYPES OF BILINGUAL SCIENCE INSTRUCTORS UPON STUDENT SCIENCE ACHIEVEMENT IN A BILINGUAL SCIENCE PROGRAM WERE INVESTIGATED. THE INFLUENCE OF STUDENT BILINGUAL DOMINANCE UPON SCIENCE CRITERION SCORES WERE USED TO DETERMINE PROGRAM SUCCESS AND TEACHER EFFECTIVENESS. SIXTEEN SELECTED JUNIOR HIGH SCHOOLS IN NEW YORK CITY WITH LARGE PERCENTAGES OF HISPANIC-BACKGROUND STUDENTS WERE SELECTED FOR THE STUDY. IN EACH SCHOOL THERE WAS ONE SEVENTH GRADE CLASS TAUGHT IN SPANISH AND ENGLISH, AND ONE CONTROL CLASS TAUGHT IN ENGLISH. NINE SCHOOLS HAD FLUENT SPANISH SPEAKING SCIENCE TEACHERS; THE SEVEN OTHER SCHOOLS HAD SCIENCE TEACHERS FAMILIAR WITH, BUT NOT FLUENT IN, SPANISH. STUDENTS WERE RANDOMLY ASSIGNED TO EXPERIMENTAL AND CONTROL CLASSES AND WERE TESTED FOR INITIAL SCIENCE ABILITY AND BILINGUAL DOMINANCE, AND WERE POST-TESTED FOR SCIENCE ACHIEVEMENT. RESULTS INDICATED THAT BILINGUAL CLASSES TAUGHT BY TEACHERS FLUENT IN SPANISH MADE SIGNIFICANTLY BETTER ACHIEVEMENT GAINS THAN BILINGUAL CLASSES TAUGHT BY NON-FLUENT TEACHERS. (BC)

AVAILABILITY: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 68-3813, MICROFILM $3.00, XEROGRAPHY $7.00).

INSTITUTION NAME: SAINT JOHNS UNIV., JAMAICA, N.Y.

ACCESSION NUMBER: ED027515

PUBLICATION DATE: 68

TITLE: BILINGUAL EDUCATION IN THREE CULTURES, ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL FOR BILINGUAL EDUCATION (EL PASO, NOVEMBER 8-9, 1968). REPORTS.

PERSONAL AUTHOR: OLSTAD, CHARLES, ED.

IDENTIFIER: *TEX MEX

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 32P.

THESE REPORTS DEAL WITH THE AMERICAN ENGLISH, TEXAN SPANISH, AND NAVAJO LANGUAGES AND CULTURES. "ENGLISH IN BILINGUAL EDUCATION" BY ELIZABETH OTT DESCRIBES THE HISTORY OF EDUCATION IN THE SOUTHWEST AND EXAMINES THE CONCEPT AND MANY FORMS OF BILINGUALISM. AN EXAMPLE OF A POSSIBLE BILINGUAL INSTRUCTIONAL PROGRAM IS GIVEN. "THE SPANISH VERNACULAR OF TEXAS, A VALUABLE MEDIUM IN BILINGUAL AND BICULTURAL EDUCATION" BY SERGIO D. ELIZONDO FINDS THAT THE MUCH DENIGRATED "TEX-MEX" IS WELL ESTABLISHED AND WIDELY USED AS FAR AS CALIFORNIA, MICHIGAN, AND OHIO. THE VIGOR OF THIS "TEXAS-TYPE" SPANISH EVINCES THE VIGOR OF ITS CULTURE; BOTH FACTORS MUST INFLUENCE THE FORMATION OF EDUCATIONAL PROGRAMS FOR THE U.S. "MEXICANO." "TENSE, MODE AND ASPECT IN NAVAJO" BY IRVY W. GOOSSEN IS AN OVERVIEW OF SOME OF THE PROBLEMS MET WITH IN COMPARING THE TENSES OF ENGLISH WITH THE MODES OF NAVAJO. "INTERPRETATIONS OF ANGLO AMERICAN CULTURE" BY CHESTER CHRISTIAN STRESSES THE PRACTICAL AMERICAN EFFICIENCY RESPONSIBLE FOR A HIGH STANDARD OF LIVING AND A BUREAUCRACY AND LACK OF RESPECT FOR HUMAN VALUES. IT SUGGESTS THAT THE ANGLOS' IMPATIENCE WITH DIFFERENT CULTURES MAY BE CAUSE FOR THEIR UNPOPULARITY WITH OTHER CULTURES. "HISPANIC CULTURE IN THE SOUTHWEST" BY JOHN H. HADDOX OUTLINES THOSE CULTURAL VALUES WEAK OR LACKING IN ANGLO AMERICAN SOCIETY, AND NOTES A SPECIAL MEXICAN-AMERICAN DESIRE FOR CULTURAL SYNTHESIS. (AMM)

AVAILABILITY: PUBLICATIONS MANAGER, DEPT. OF MODERN LANGUAGES, NEW MEXICO STATE UNIVERSITY, LAS CRUCES, NEW MEXICO 88001.

INSTITUTION NAME: SOUTHWEST COUNCIL FOR BILINGUAL EDUCATION, LAS CRUCES, N. MEX.

ACCESSION NUMBER: ED027546

PUBLICATION DATE: 69

TITLE: ENGLISH FOR AMERICAN INDIANS: A NEWSLETTER OF THE OFFICE OF THE ASSISTANT COMMISSIONER FOR EDUCATION, BUREAU OF INDIAN AFFAIRS, UNITED STATES DEPARTMENT OF THE INTERIOR. WINTER, 1969.

PERSONAL AUTHOR: OHANNESSIAN, SIRARPI, ED.

IDENTIFIER: *BIA; BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$2.10

DESCRIPTIVE NOTE: 40P.

THIS SECOND NEWSLETTER PUBLICATION OF THE BUREAU OF INDIAN AFFAIRS FOLLOWS THE FORMAT OF THE FIRST ISSUE. (SEE RELATED DOCUMENT AL 001 671.) THE FIRST ARTICLE, "LANGUAGE DRILL AND YOUNG CHILDREN," IS BY MURIEL SAVILLE OF TEXAS A & M UNIVERSITY. THE AUTHOR'S EXPERIENCE HAS CONVINCED HER THAT IN A CLASSROOM SITUATION, A LANGUAGE IS NOT CAUGHT BY MERE EXPOSURE, BUT REQUIRES A SEQUENTIAL AND SYSTEMATIC PRESENTATION OF STRUCTURAL ELEMENTS FOR MAXIMUM EFFECTIVENESS AND EFFICIENCY WITH STUDENTS OF ALL AGES. WHEN PROVISIONS ARE MADE FOR DIFFERENT INTEREST LEVELS AND ATTENTION SPANS, LANGUAGE "DRILL" IS COMPATIBLE WITH THE MORE INFORMAL CURRICULUM OF EARLY CHILDHOOD EDUCATION. ILLUSTRATED ARE VARIOUS TYPES OF LANGUAGE ACTIVITIES, DEVELOPED SPECIFICALLY FOR TEACHING THE CONTRASTIVE SOUNDS OF ENGLISH TO CHILDREN IN KINDERGARTEN, BEGINNER, OR FIRST GRADE CLASSROOMS. CAROL J. KREIDLER'S "TEACHER'S BOOKSHELF" LISTS AND DESCRIBES SELECTED SUPPLEMENTARY MATERIALS FOR THE TEACHER'S REFERENCE, FOR THE CLASSROOM, AND FOR ADULT EDUCATION WORK. RUTH E. WINEBERG'S "INFORMATION EXCHANGE" IS DEVOTED TO DESCRIPTIONS OF NEW DEVELOPMENTS IN BIA SCHOOLS, PROJECTS AND ACTIVITIES OF PARTICULAR INTEREST TO EDUCATORS OF AMERICAN INDIANS, AND PROFESSIONAL MEETINGS, INSTITUTES, AND FELLOWSHIPS IN THE FIELDS OF ENGLISH FOR SPEAKERS OF OTHER LANGUAGES AND BILINGUAL EDUCATION. (AMM)

INSTITUTION NAME: CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

ACCESSION NUMBER: ED027796

PUBLICATION DATE: DEC 68

TITLE: PLACEMENT , METHODOLOGY, AND TECHNIQUES FOR THE STUDENT FROM SPANISH-SPEAKING BACKGROUND.

PERSONAL AUTHOR: MINKIN, RITA

IDENTIFIER: ALBUQUERQUE PUBLIC SCHOOLS; NEW MEXICO

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.30

DESCRIPTIVE NOTE: 4P.; SPEECH GIVEN BEFORE THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE, SAN ANTONIO, TEXAS, AUGUST 28, 1968

SPECIAL FEATURES OF TEACHING SPANISH TO THE SPANISH SPEAKING ARE IDENTIFIED AND COMPARED WITH OBJECTIVES OF TEACHING SPANISH AS A SECOND LANGUAGE. DESCRIBED ARE THE (1) FEASIBILITY OF ACHIEVING EFFECTIVE ABILITY PLACEMENT THROUGH A LISTENING-COMPREHENSION TEST DESIGNED FOR USE IN ALBUQUERQUE PUBLIC SCHOOLS, (2) LINGUISTIC AND MOTIVATIONAL PROBLEMS PECULIAR TO NON-NATIVE SPEAKERS OF ENGLISH, (3) DIFFICULTIES ENCOUNTERED BY SPANISH TEACHERS IN BILINGUAL PROGRAMS, AND (4) VALUE OF GENERAL STUDENT ORIENTATION. (AF)

JOURNAL CITATION: FOREIGN LANGUAGES NEWS BULLETIN; V9 N2 P1-4 DECEMBER 1968

INSTITUTION NAME: AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGESE.

ACCESSION NUMBER: ED028002

PUBLICATION DATE: FEB 69

TITLE: BIBLIOGRAPHY OF ESL/BILINGUAL TEACHING MATERIALS.

PERSONAL AUTHOR: IBARRA, HERB

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.65

DESCRIPTIVE NOTE: 31P.

FOUR HUNDRED AND SIX BOOKS, ARTICLES, AND INSTRUCTIONAL REALIA PUBLISHED BETWEEN 1945 AND 1968 ARE LISTED IN THIS BIBLIOGRAPHY FOR TEACHERS AND STUDENTS OF SPANISH-SPEAKING AND BILINGUAL STUDENTS. WHILE EMPHASIS IS PLACED ON ENGLISH AS A SECOND LANGUAGE TEXTUAL MATERIALS FOR ALL LEVELS OF EDUCATION FROM PRIMARY TO ADULT, LISTS OF MATERIALS SUCH AS KITS AND VISUALS FOR MUSIC AND SCIENCE ARE ALSO PROVIDED. A FINAL SECTION IS DEVOTED TO TEACHER PREPARATION MATERIALS, CULTURAL INFORMATION, AND INSTRUCTIONAL GUIDES. THIS PUBLICATION IS FUNDED BY TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. (DK)

INSTITUTION NAME: SAN DIEGO CITY SCHOOLS, CALIF.

ACCESSION NUMBER: ED028013

PUBLICATION DATE: MAR 69

TITLE: IDENTIFICATION AND ASSESSMENT OF ONGOING EDUCATIONAL AND COMMUNITY PROGRAMS FOR SPANISH SPEAKING PEOPLE. A REPORT SUBMITTED TO THE SOUTHWEST COUNCIL OF LA RAZA, PHOENIX, ARIZONA.

PERSONAL AUTHOR: VALENCIA, ATILANO A.

EDRS PRICE: EDRS PRICE MF-$0.50 HC-$5.90

DESCRIPTIVE NOTE: 116P.

SYNOPTIC REPORTS ON 16 SELECTED EDUCATIONAL AND COMMUNITY PROGRAMS FOR SPANISH-SPEAKING PEOPLE ARE PRESENTED IN THIS DOCUMENT. EACH REPORT CONSISTS OF A BRIEF DESCRIPTION OF THE PROJECT, AN ASSESSMENT OF THE PROGRAM, AND RECOMMENDATIONS FOR DISSEMINATION AND IMPLEMENTATION OF THE PROJECT MODEL. PROGRAMS REVIEWED INCLUDE: (1) THE GOOD SAMARITAN CENTER'S BILINGUAL EDUCATION PROGRAM, SAN ANTONIO, TEXAS; (2) BILINGUAL FOLLOW THROUGH PROJECT, CORPUS CHRISTI, TEXAS; (3) THE CORAL WAY BILINGUAL PROGRAM, MIAMI, FLORIDA; (4) TEACHING SPANISH TO THE SPANISH-SPEAKING CHILD--A WESTERN STATES SMALL SCHOOLS PROJECT IN PECOS, NEW MEXICO; (5) ESL/BILINGUAL DEMONSTRATION PROJECT CENTER, SAN DIEGO, CALIFORNIA; (6) THE SAN ANTONIO BILINGUAL DEMONSTRATION AND DISSEMINATION CENTER, SAN ANTONIO, TEXAS; (7) LAREDO BILINGUAL PROGRAM, LAREDO, TEXAS; (8) SPANISH ARTS PROGRAM FOR MEXICAN AMERICANS, MERCED, CALIFORNIA; (9) TEACHER EXCELLENCE FOR ECONOMICALLY DEPRIVED AND CULTURALLY DIFFERENTIATED AMERICANS, SAN ANTONIO, TEXAS; (10) TEACHER EDUCATION PROGRAM, UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES; (11) A VIDEO ORAL ENGLISH INSTRUCTIONAL APPROACH FOR NON-ENGLISH SPEAKING ADULTS WITH A SPANISH SURNAME, ALBUQUERQUE, NEW MEXICO; AND (12) PROTEUS ADULT TRAINING CENTER, VISALIA, CALIFORNIA. (EV)

INSTITUTION NAME: SOUTHWESTERN COOPERATIVE EDUCATIONAL LAB., ALBUQUERQUE, N. MEX.

ACCESSION NUMBER: ED028017

PUBLICATION DATE: APR 69

TITLE: BILINGUAL/BICULTURAL EDUCATION: A PERSPECTIVE MODEL IN MULTICULTURAL AMERICA.

PERSONAL AUTHOR: VALENCIA, ATILANO A.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.30

DESCRIPTIVE NOTE: 24P.

BILINGUAL/BICULTURAL EDUCATION, WITH ITS FOCUS ON THE LINGUISTIC AND CULTURAL NEEDS OF AMERICA'S MULTICULTURAL POPULATION, IS EMERGING AS A POTENTIAL TYPE OF EDUCATIONAL CURRICULUM. DIFFICULTIES ENCOUNTERED BY THE NON-ENGLISH-SPEAKING CHILD, WITH INSTRUCTION PRESENTED IN A LANGUAGE ESSENTIALLY FOREIGN TO HIM, POINT TO THE VALUE OF BILINGUAL AND CROSS-CULTURAL EDUCATION IN THE INSTRUCTIONAL PROGRAM. HOWEVER, DEMOGRAPHIC DATA AND CAREFUL EXAMINATION OF THE EDUCATIONAL NEEDS OF THE CHILDREN ARE NECESSARY IN ASCERTAINING THE TYPE OF BILINGUAL PROGRAM FOR A GEOGRAPHICAL AREA. IN THIS VOLUME, 19 MODELS (SOME OPERATIVE, SOME THEORETICAL) AND 9 BILINGUAL PROGRAMS FOR SPANISH-SPEAKING CHILDREN ARE PRESENTED TO ILLUSTRATE DIFFERENCES, SIMILARITIES, AND POTENTIALITIES OF THE MODELS FOR IMPLEMENTATION ELSEWHERE. (SW)

INSTITUTION NAME: SOUTHWESTERN COOPERATIVE EDUCATIONAL LAB., ALBUQUERQUE, N. MEX.

ACCESSION NUMBER: ED028412

PUBLICATION DATE: 68

TITLE: SOME PSYCHOLINGUISTIC AND SOCIOLINGUISTIC ASPECTS OF BILINGUAL EDUCATION.

PERSONAL AUTHOR: SPOLSKY, BERNARD

IDENTIFIER: LINGUISTIC RELATIVITY

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.70

DESCRIPTIVE NOTE: 12P.; A SLIGHTLY DIFFERENT VERSION OF THIS PAPER WAS PRESENTED AT THE CONFERENCE ON TEACHING THE BILINGUAL CHILD, UNIV. OF NEW MEXICO, NOV. 22, 1968.

BOTH SOCIOLINGUISTICS AND PSYCHOLINGUISTICS ARE RELATIVELY RECENT AREAS OF STUDY AND THEY TEND TO OVERLAP. ONE WAY IN WHICH THEY OVERLAP IS IN THE SELECTION OF TOPICS, AMONG THEM BILINGUALISM AND LINGUISTIC RELATIVITY. STUDIES OF LINGUISTIC RELATIVITY DEMONSTRATE THAT, ALTHOUGH THERE ARE CLEAR SURFACE DISTINCTIONS BETWEEN THE WAY LANGUAGES MAP PHYSICAL REALITY, AND ALTHOUGH THESE DISTINCTIONS MAY INFLUENCE THE EASE OF MEMORY AND DESCRIPTION, THERE IS NO EVIDENCE THAT THESE DIFFERENCES ARE FUNDAMENTAL OR THAT THEY PREVENT THE FORMATION OF CONCEPTS. CONCERNING THE QUESTION OF HOW BILINGUALISM AFFECTS LANGUAGE DEVELOPMENT, NO FINAL STATEMENTS CAN BE MADE. ONE EXTREME POSITION, THE BALANCE THEORY, HOLDS THAT EACH INDIVIDUAL HAS ONLY A CERTAIN AMOUNT OF LANGUAGE LEARNING ABILITY AND IF IT IS DIVIDED BETWEEN TWO LANGUAGES, THE KNOWLEDGE OF EACH LANGUAGE WILL BE WEAKER. AT PRESENT LANGUAGE TESTING INSTRUMENTS ARE NOT PRECISE ENOUGH TO TEST THIS HYPOTHESIS. WHILE THE EVIDENCE NOW COLLECTED SEEMS TO FAVOR THE BALANCE THEORY, A GREAT DEAL MORE STUDY IS NEEDED ON THIS COMPLEX QUESTION. THEREFORE, ALTHOUGH NO ONE SUFFERS COGNITIVELY BY LEARNING ONE LANGUAGE RATHER THAN ANOTHER, THERE WILL POSSIBLY BE SOME LOSS IN LINGUISTIC ABILITY WHEN TWO LANGUAGES ARE LEARNED. UNLESS THIS IS OFFSET BY INCREASED MOTIVATION, THERE WILL BE A LOSS IN OTHER SUBJECTS. BILINGUAL EDUCATION IS CLOSELY TIED TO A SOCIETY THAT ACCEPTS BOTH LANGUAGES. (JD)

ACCESSION NUMBER: ED028418

PUBLICATION DATE: MAR 69

TITLE: CULTURAL SENSITIVITY TRAINING FOR THE TEACHER OF SPANISH-SPEAKING CHILDREN.

PERSONAL AUTHOR: BORDIE, JOHN G.

IDENTIFIER: *CULTURAL SENSITIVITY

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.65

DESCRIPTIVE NOTE: 11P.; PAPER GIVEN AT THE THIRD ANNUAL TESOL CONVENTION, CHICAGO, ILLINOIS, MARCH 5-8, 1969.

IN TEACHING ENGLISH AS A FOREIGN LANGUAGE OVERSEAS, THE TEACHER IS OFTEN MORE SUCCESSFUL THAN THE TEACHER OF ENGLISH AS A SECOND LANGUAGE IN THE UNITED STATES. REQUIRED TO BE CONSTANTLY ALERT SO THAT CULTURAL ASSUMPTIONS IN THE TEACHING MATERIALS ARE NOT SLIGHTED, HE MUST PRESENT ALL LEVELS OF SPEECH AND LEAVE NOTHING ABOUT THE LANGUAGE AND CULTURE TO CHANCE. THE TEACHER WHO NEVER LEAVES HIS HOME COUNTRY ENCOUNTERS MUCH THE SAME SITUATION AND PROBLEMS OF ADJUSTMENT WHEN WORKING WITH STUDENTS FROM ANOTHER CULTURAL BACKGROUND. HE MUST FUNCTION IN A NEW CULTURAL SITUATION WITHOUT THE RECOGNITION OVERSEAS LIFE FORCES ON ONE'S AWARENESS OF THE CULTURAL DIFFERENCES. THE PROGRAM IN FOREIGN LANGUAGE EDUCATION AT THE UNIVERSITY OF TEXAS HAS BEEN ARRANGING WORKSHOPS IN BILINGUALISM AND THE TEACHING OF ENGLISH AS A SECOND LANGUAGE FOR TEACHERS IN THE SCHOOL SYSTEM OF TEXAS, AND HAS INSTITUTED CULTURAL SENSITIVITY TRAINING AS A REGULAR WORKSHOP FEATURE. THE WORKSHOP FORMAT INCLUDES: (1) AN ANTHROPOLOGICAL PRESENTATION AND DISCUSSION OF CULTURAL DIFFERENCES; (2) A SECOND LANGUAGE SITUATION IN WHICH THE TEACHER FILLS OUT A STANDARD JOB APPLICATION FORM IN AN UNKNOWN LANGUAGE; (3) A TECHNICAL EXPLANATION OF THE UNKNOWN LANGUAGE; (4) SMALL GROUP DISCUSSIONS OF TEACHING APPROACHES; AND (5) TECHNICAL CONTENT AND CULTURAL SENSITIVITY SESSIONS. (AMM)

ACCESSION NUMBER: ED028419

PUBLICATION DATE: MAR 69

TITLE: BRINGING THE SCHOOL AND COMMUNITY TOGETHER.

PERSONAL AUTHOR: FINOCCHIARO, MARY

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.45

DESCRIPTIVE NOTE: 7P.; PAPER GIVEN AT THE THIRD ANNUAL TESOL CONVENTION, CHICAGO, ILLINOIS, MARCH 5-8, 1969.

THE IMPORTANT COOPERATIVE RELATIONSHIP BETWEEN THE SCHOOL AND ITS COMMUNITY ASSUMES EVEN GREATER IMPORTANCE WHEN THE LEARNERS ARE SPEAKERS OF OTHER LANGUAGES. THE SINGLE MOST IMPORTANT MOTIVATING FORCE IN LEARNING A NEW LANGUAGE IS THE ATTITUDE OF LEARNERS AND THEIR PARENTS TOWARD THE NEW LANGUAGE AND ITS SPEAKERS. OF ALL THE RESPONSIBILITIES THE SCHOOLS HAVE TOWARD PARENTS AND THE COMMUNITY, FIVE HAVE TOP PRIORITY: (1) DEVELOPING A LARGE NUMBER OF TRULY BILINGUAL TEACHERS; (2) PREPARING BILINGUAL TEACHER'S AIDES; (3) ESTABLISHING IMPROVED CHANNELS OF COMMUNICATION BETWEEN SCHOOL AND COMMUNITY; (4) DEVELOPING MUTUALLY ACCEPTING RELATIONSHIPS BETWEEN ENGLISH SPEAKERS AND SPEAKERS OF A SECOND LANGUAGE; AND (5) ORIENTING TEACHERS, SUPERVISORS, AND CURRICULUM WRITERS IN REALISTIC ATTITUDES TOWARD THEIR LEARNERS AND THEIR PROBLEMS. DISCUSSED ARE SUGGESTIONS FOR POSSIBLE SCHOOL-COMMUNITY ACTIVITIES AND TECHNIQUES ALREADY ADAPTED BY SOME SCHOOLS. THE AUTHOR STRESSES THE IMPORTANCE OF FOSTERING POSITIVE ATTITUDES ON THE PART OF SCHOOL PERSONNEL TOWARD NON-ENGLISH SPEAKING PARENTS. ALL THE FACTORS WITHIN THE COMMUNITY--THE LANGUAGE SPOKEN BY THE MAJORITY OF ITS MEMBERS, AND THE SOCIOECONOMIC AND LITERACY LEVELS--SHOULD BE CONSIDERED BY THE TEACHERS AND ADMINISTRATORS. (AMM)

ACCESSION NUMBER: ED028427

PUBLICATION DATE: 15 MAR 69

TITLE: WHAT CLASSROOM TEACHERS SHOULD KNOW ABOUT BILINGUAL EDUCATION.

PERSONAL AUTHOR: ZINTZ, MILES V.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$2.95

DESCRIPTIVE NOTE: 57P.

CHAPTER I OF THIS CLASSROOM TEACHER'S GUIDE TO BILINGUAL EDUCATION DISCUSSES CROSS-CULTURAL EDUCATION AND ENGLISH LANGUAGE LEARNING, WITH ILLUSTRATIONS FROM NAVAHO, ALASKAN INDIAN, ZUNI, AND MEXICAN-AMERICAN CULTURES. IT IS STRESSED THAT TEACHERS MUST BE ALERT TO THE DIFFERENCES IN LANGUAGES, VALUES, CUSTOMS, AND THE CULTURAL HERITAGE OF THEIR STUDENTS. THEY MUST UNDERSTAND THEIR STUDENTS' FEELINGS, ATTITUDES, AND EMOTIONAL RESPONSES. ONE WAY OF LIFE OR ONE LANGUAGE FOR COMMUNICATION IS NOT BETTER, OR "MORE RIGHT." THAN ANOTHER. CHAPTER II DISCUSSES SEVERAL BASIC LINGUISTIC PRINCIPLES AND COMPONENTS OF LANGUAGE. SOME CONTRASTIVE POINTS OF SPANISH AND ENGLISH GRAMMAR AND PRONUNCIATION ARE ALSO PRESENTED, IN NON-LINGUISTIC TERMINOLOGY. IN CHAPTER III, SOME TECHNIQUES FOR TEACHING ORAL SUBSTITUTION, EXPANSION, AND TRANSFORMATION PRACTICES ARE ILLUSTRATED. CHAPTER IV PRESENTS SOME TECHNIQUES FOR DEVELOPING VOCABULARY AND BRIEFLY DESCRIBES SEVERAL TESOL TEXTS. CHAPTER V DEFINES AND DISCUSSES SOME PRINCIPLES UNDERLYING BILINGUAL EDUCATION AND CITES PROGRAMS OBSERVED IN SOUTH AFRICA, WALES, CANADA, AND MIAMI, FLORIDA. MATERIALS FOR SPANISH-ENGLISH BILINGUAL PROGRAMS, AND SELECTED BILINGUAL READINGS FOR CLASSROOM TEACHERS ARE LISTED. ANNOTATED BIBLIOGRAPHIES OF STUDIES ON CULTURES, LANGUAGE, VOCABULARY, AND TESOL TEXTS ARE APPENDED. (AMM)

INSTITUTION NAME: NEW MEXICO UNIV., ALBUQUERQUE. COLL. OF EDUCATION.

ACCESSION NUMBER: ED028428

PUBLICATION DATE: MAR 69

TITLE: INTERPRETIVE STUDIES ON BILINGUAL EDUCATION. FINAL REPORT.

PERSONAL AUTHOR: ULIBARRI, HORACIO

EDRS PRICE: EDRS PRICE MF-$0.75 HC-$7.65

DESCRIPTIVE NOTE: 151P.

THIS PROJECT, CARRIED OUT IN 1968-1969, UNDERTOOK AS ITS MAIN PURPOSES (1) TO REVIEW THE RESEARCH THAT HAS BEEN CONDUCTED ON BILINGUAL EDUCATION; (2) TO OBTAIN THE RECOMMENDATIONS ON BILINGUAL EDUCATION FROM THOSE PERSONS WHO HAVE BEEN ACTIVELY ENGAGED IN WORKING WITH THIS PROBLEM; (3) TO CONDUCT ON-SITE VISITATIONS TO SEE AT FIRST HAND PROGRAMS OF INTEREST, PROGRAMS WITH POTENTIAL FOR ACHIEVING INTER-GROUP REACTIVITY, AND (4) TO DRAW FROM THE STUDY IMPLICATIONS FOR EDUCATIONAL PRACTICE AND ADMINISTRATION, AND RESEARCH IN THE AREA OF BILINGUAL-BICULTURAL EDUCATION. THE FIRST MAIN SECTION OF THIS REPORT SUMMARIZES THE PURPOSES OF THE BILINGUAL PROGRAM, GROWTH AND DEVELOPMENT, LANGUAGE ACQUISITION AND LEARNING, PROGRAMS AND METHODOLOGY, PROJECTS, AND TESTS AND MEASUREMENTS. THE SECOND MAIN SECTION DESCRIBES GOALS, THE BILINGUAL EDUCATION PROGRAM, THE TEACHER AND BILINGUAL EDUCATION, MATERIALS, TEACHER METHODOLOGY, EVALUATION, AND SCHOOL AND COMMUNITY RELATIONS. THE FINAL SECTION DEALS WITH THE SAME TOPICS IN TERMS OF IMPLICATIONS FOR RESEARCH. AN ANNOTATED BIBLIOGRAPHY ON BILINGUALISM IS FOLLOWED BY A SELECTED BIBLIOGRAPHY AND A LISTING OF PROJECTS AND ON-GOING PROGRAMS IN BILINGUAL EDUCATION. (AMM)

INSTITUTION NAME: NEW MEXICO UNIV., ALBUQUERQUE. COLL. OF EDUCATION.

ACCESSION NUMBER: ED028429

PUBLICATION DATE: MAR 69

TITLE: ADMINISTRATION OF BILINGUAL EDUCATION.

PERSONAL AUTHOR: ULIBARRI, HORACIO; HOLEMON, RICHARD

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.95

DESCRIPTIVE NOTE: 17P.

THE ADMINISTRATOR IN A BILINGUAL, BICULTURAL COMMUNITY MUST ACT WITH CAUTION, FOREBEARANCE, AND GREAT UNDERSTANDING, PAYING INTENSE HEED TO HIS COMMUNITY. THE TERM "BILINGUALISM" REFERS TO FACILITY IN THE USE OF TWO LANGUAGES, RANGING FROM A MINIMAL KNOWLEDGE OF EITHER LANGUAGE TO A HIGH LEVEL OF PROFICIENCY IN BOTH. "BICULTURALISM" IS A FUNCTIONING AWARENESS AND PARTICIPATION IN TWO CONTRASTING SOCIOCULTURES. BICULTURALISM CAN BE ATTAINED WITHOUT BEING BILINGUAL; BILINGUALISM CAN BE ATTAINED WITHOUT DUAL ACCULTURATION. IN DEVELOPING A TAXONOMY FOR THE BILINGUAL PROGRAM, THE PSYCHOLINGUISTICS AND EMOTIONAL COMMITMENTS OF THE BILINGUAL CHILD SHOULD BE CONSIDERED. HE MAY BECOME MORE COMMITTED EMOTIONALLY TO A GIVEN CONCEPT IF TAUGHT IN ONE LANGUAGE RATHER THAN ANOTHER. SOME PROGRAM OBJECTIVES, WHICH CAN BE MEASURED IN TERMS OF BEHAVIORS, ARE (1) THE BILINGUAL CHILD WILL PARTICIPATE IN MORE EXTRA CLASS ACTIVITIES; (2) HE WILL LEARN MORE ABOUT HIS CULTURAL VALUES AND SEE THE DIFFERENCES BETWEEN HIS NATIVE CULTURE AND THE ANGLO-AMERICAN CULTURAL VALUE SYSTEM; AND (3) HE WILL UNDERSTAND THE PROCESS OF ACCULTURATION. A DISCUSSION OF TEACHERS, MATERIALS, AND TESTING, AND A DESCRIPTION OF FUNDING SOURCES FOR BILINGUAL, BICULTURAL PROGRAMS CONCLUDE THIS STUDY. SEE RELATED DOCUMENTS AL 001 828 AND AL 001 829. (AMM)

INSTITUTION NAME: NEW MEXICO UNIV., ALBUQUERQUE. COLL. OF EDUCATION.

ACCESSION NUMBER: ED028447

PUBLICATION DATE: 8 MAR 69

TITLE: THE ROLE OF TESOL IN BILINGUAL EDUCATION FOR THE NAVAJO CHILD.

PERSONAL AUTHOR: PFEIFFER, ANITA

IDENTIFIER: ARIZONA BILINGUAL COUNCIL; *ROUGH ROCK DEMONSTRATION SCHOOL

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.55

DESCRIPTIVE NOTE: 9P.

IN AMERICAN-INDIAN AND SPANISH-AMERICAN POPULATIONS, MANY SCHOOLS IGNORE THE FIRST LANGUAGE AND CULTURE OF THEIR STUDENTS AND TEACH ENGLISH AS A SECOND LANGUAGE IN A "HIT AND MISS" MANNER. BRINGING SOME ORDER OUT OF THIS CHAOS HAS BEEN ONE OF TESOL'S MOST SIGNIFICANT CONTRIBUTIONS. THE AUTHOR FEELS, HOWEVER, THAT THERE IS NO SUBSTANCE TO TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES IN AND OF ITSELF; IT HAS VALUE ONLY AS A MEANS OF HELPING THE CHILD COMMUNICATE IN A DIFFERENT MEDIUM. IN 1967, A CASE STUDY WAS MADE WHICH FOCUSED ON A KWAKIUTL INDIAN CONSIDERED PARTICULARLY WELL-ADAPTED AND BICULTURAL. THE SUMMARY OF THE STUDY SHOWED THAT AN INDIVIDUAL COULD MAKE ONE OF FIVE CHOICES IN DEALING WITH ANOTHER CULTURE. HE COULD (1) COMPLETELY REJECT THE NEW CULTURE; (2) COMPLETELY REJECT HIS OWN CULTURE; (3) REJECT BOTH CULTURES AND START A NEW ONE--E.G., THE PEYOTE RELIGIOUS SECT; (4) REMAIN SUSPENDED BETWEEN THE TWO CULTURAL SYSTEMS, ESCAPING THROUGH EXCESSIVE DRINKING, WITH A HIGH DEGREE OF ANXIETY; OR (5) PARTICIPATE IN TWO OR MORE CULTURAL SYSTEMS, MOVING BACK AND FORTH BETWEEN THEM. THE AUTHOR DESCRIBES HERSELF AS A PERSON HAVING MADE THE FIFTH CHOICE. SHE DISCUSSES THE BILINGUAL, BICULTURAL PROGRAM FOR NAVAJO CHILDREN AT ROUGH ROCK DEMONSTRATION SCHOOL IN CHINLE, ARIZONA. (AMM)

ACCESSION NUMBER: ED029298

PUBLICATION DATE: 69

TITLE: ENGLISH FOR AMERICAN INDIANS: A NEWSLETTER OF THE OFFICE OF THE ASSISTANT COMMISSIONER FOR EDUCATION, BUREAU OF INDIAN AFFAIRS, UNITED STATES DEPARTMENT OF THE INTERIOR. SPRING, 1969.

PERSONAL AUTHOR: OHANNESSIAN, SIRARPI, ED.

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.85

DESCRIPTIVE NOTE: 35P.

THIS NEWSLETTER IS THIRD IN A SERIES OF PUBLICATIONS BY THE BUREAU OF INDIAN AFFAIRS, PREPARED AND EDITED BY THE ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM OF THE CENTER FOR APPLIED LINGUISTICS. WHILE THE FIRST TWO ISSUES (AL 001 671 AND AL 001 819) WERE CONCERNED WITH THE TEACHING OF ENGLISH TO ELEMENTARY AND KINDERGARTEN CHILDREN IN BIA SCHOOLS, THIS ISSUE FOCUSES ON THE PROBLEMS OF INTERMEDIATE AND ADVANCED SECONDARY SCHOOL STUDENTS, WITH SPECIAL EMPHASIS ON THE TEACHING OF COMPOSITION AND WRITTEN ENGLISH. THE FIRST ARTICLE, "BREAKING DOWN YOUR WRITING GOALS," BY GERALD DYKSTRA, DISCUSSES ATTAINABLE "SUB-GOALS." THE FIRST STEP, OR SUB-GOAL, ON THE WAY TO DEVELOPING WRITTEN SKILL IN ENGLISH IS THE COROLLARY OF SIMPLE REPETITION IN ORAL WORK--THE COPYING OF ONE ENTIRE TITLE AND PARAGRAPH WITHOUT ERROR. FOLLOWING STEPS INCLUDE SUBSTITUTIONS, TRANSFORMATIONS, REDUCTIONS, EXPANSIONS, COMPLETIONS, ADDITIONS, REVISIONS, COMMENTARY, AND CREATIONS. "THE TEACHER'S BOOKSHELF," BY CAROL J. KREIDLER, DESCRIBES ESPECIALLY SELECTED MATERIALS FOR THE TEACHER'S REFERENCE AND FOR THE CLASSROOM, AS WELL AS SEVERAL NEW AND FORTHCOMING TEXTS. RUTH E. WINEBERG'S "INFORMATION EXCHANGE" REPORTS ON DEVELOPMENTS IN BIA SCHOOLS (IN BILINGUAL READING, CONTRASTIVE ANALYSIS, CONTROLLED COMPOSITION, CREATIVE WRITING, READING, AND ENGLISH), SUMMER WORKSHOPS, AND CAL ACTIVITIES. (AMM)

INSTITUTION NAME: CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

ACCESSION NUMBER: ED030087

PUBLICATION DATE: 8 MAR 69

TITLE: A BILINGUAL ORAL LANGUAGE AND CONCEPTUAL DEVELOPMENT PROGRAM FOR SPANISH-SPEAKING PRE-SCHOOL CHILDREN.

PERSONAL AUTHOR: BENJAMIN, RICHARD C.

IDENTIFIER: *MICHIGAN DEPARTMENT OF EDUCATION

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.55

DESCRIPTIVE NOTE: 9P.; PAPER GIVEN AT THE THIRD ANNUAL TESOL CONVENTION, CHICAGO, ILLINOIS, MARCH 5-8, 1969.

THE MICHIGAN DEPARTMENT OF EDUCATION RUNS A COMPREHENSIVE PROGRAM SERVING THE SOCIAL, PHYSICAL, OCCUPATIONAL, AND EDUCATIONAL NEEDS OF ITS APPROXIMATELY 90,000 MIGRANTS. DESCRIBED IN THIS PAPER ARE MATERIALS PREPARED AS A PART OF THE EDUCATION PROGRAM FOR MIGRANT PRESCHOOLERS, MOST OF WHOM SPEAK A NONSTANDARD DIALECT OF SPANISH. THE ORAL LANGUAGE LESSONS, THE "HEART" OF THIS PROGRAM, PROVIDE THE TEACHER WHO HAS LITTLE BACKGROUND IN EITHER LINGUISTICS OR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE WITH LINGUISTICALLY CONTROLLED ACTIVITIES WHILE AT THE SAME TIME PREPARING HER TO DEVELOP SIMILAR ACTIVITIES OF HER OWN. THE 59 ENGLISH AND 61 SPANISH LESSONS, EACH TAKING APPROXIMATELY 15 MINUTES, ARE DESIGNED TO BE USED AT THE RATE OF ABOUT THREE PER DAY FOR EIGHT WEEKS. THE NON-ENGLISH SPEAKING CHILDREN ARE TAUGHT TO UNDERSTAND AND DISCUSS BASIC IDEAS ABOUT SIZE, COLOR NUMBER, TIME AND SPACE; IDENTIFY AND DESCRIBE FAMILIAR OBJECTS AND RELATIONSHIPS; AND ASK QUESTIONS, ALL IN STANDARD ENGLISH. THE SPANISH LESSONS, TAUGHT BY A SPANISH-SPEAKING PERSON, PREPARE THE CHILD FOR THE CONCEPTUAL CONTENT OF THE ENGLISH LESSONS AND ALSO HELP HIM ACQUIRE STANDARD ALTERNATIVES FOR CERTAIN NONSTANDARD FEATURES OF HIS OWN DIALECT OF SPANISH. THESE LESSONS CORRELATE WITH SIMILAR MATERIALS BEING PRODUCED BY THE DEPARTMENT WHICH ARE AVAILABLE AT THE KINDERGARTEN AND FIRST GRADE LEVELS. (AMM)

ACCESSION NUMBER: ED030089

PUBLICATION DATE: MAR 69

TITLE: BILINGUAL EDUCATION IN BIA SCHOOLS.

PERSONAL AUTHOR: BAUER, EVELYN

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.90

DESCRIPTIVE NOTE: 16P.; PAPER GIVEN AT THIRD ANNUAL TESOL CONVENTION, CHICAGO, ILLINOIS, MARCH 5-8, 1969.

THE AUTHOR EXAMINES THE "MOST PROMISING" APPROACH TO EDUCATING AMERICAN INDIAN STUDENTS--BILINGUAL EDUCATION, WHICH USES SOME COMBINATION OF THE STUDENT'S MOTHER TONGUE AND ENGLISH TO TRANSMIT ACADEMIC CONTENT AND TO FOSTER THE CHILD'S DEVELOPMENT IN BOTH LANGUAGES. INTEREST IN BILINGUAL EDUCATION, OR AT LEAST IN THE INCLUSION OF MOTHER TONGUE IN BIA (BUREAU OF INDIAN AFFAIRS) SCHOOLS GOES BACK TO THE LATE THIRTIES. A SIMPLIFIED NAVAJO ALPHABET WAS DEVELOPED; A PRE-PRIMER, PRIMER, AND FIRST READER IN ENGLISH AND NAVAJO WERE WRITTEN AND USED IN RESERVATION SCHOOLS. OTHER MATERIALS IN NAVAJO--TECHNICAL PROGRAMS FOR ADULT EDUCATION, A NEWSPAPER AND DICTIONARY--WERE FOLLOWED BY BILINGUAL TEXTS IN HOPI AND SIOUX. ENGLISH-SPANISH TEXTS WERE ALSO PREPARED, IN RESPONSE TO REQUESTS FROM PUEBLO AND PAPAGO LEADERS. (IT WAS ASSUMED IN USING THESE TEXTS THAT READING AND WRITING WOULD BE TAUGHT FIRST IN THE CHILD'S MOTHER TONGUE, AND WRITTEN ENGLISH TAUGHT ONLY AFTER CONTROL OF ORAL ENGLISH HAD BEEN ACHIEVED.) THE "FIVE-YEAR PROGRAM," BEGUN IN THE MID-FORTIES BY THE BIA; ONGOING BILINGUAL PROGRAMS IN NAVAJO AND HOPI; AS WELL AS VARIOUS PROPOSED PROGRAMS, INCLUDING ALASKAN, ARE DISCUSSED IN THIS PAPER. (AMM)

ACCESSION NUMBER: ED030099

PUBLICATION DATE: MAR 69

TITLE: THE FEDERAL INVESTMENT IN BILINGUAL EDUCATION.

PERSONAL AUTHOR: PUCINSKI, ROMAN C.

IDENTIFIER: *BILINGUAL EDUCATION ACT

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.65

DESCRIPTIVE NOTE: 11P.; SPEECH DELIVERED AT THE THIRD ANNUAL TESOL CONVENTION, CHICAGO, ILLINOIS, MARCH 5-8, 1969.

IN THIS SPEECH CONGRESSMAN PUCINSKI REVIEWS THE OUTLOOK FOR BILINGUAL EDUCATION IN THE UNITED STATES. HE REMINDS US THAT THE GAINS THAT HAVE BEEN MADE IN THE PAST TWO OR THREE YEARS "ARE IMPRESSIVE IN THEIR INTENT," BUT THAT WE MUST RENEW OUR DEDICATION TO THIS IDEAL OR LOSE "THE INITIAL MOMENTUM WHICH HAS BEEN SO LONG IN THE MAKING." ALTHOUGH THERE WERE PROGRAMS FOR NON-ENGLISH SPEAKERS UNDERWAY IN SEVERAL STATES, AND ALTHOUGH FEDERAL COMMITTEES WERE WORKING AT THE NATIONAL LEVEL TO STUDY BILINGUAL PROBLEMS, THE BILINGUAL EDUCATION ACT OF 1967 WAS A MILESTONE OF PROGRESS TOWARD BILINGUAL-BICULTURAL EDUCATION. WIDE BIPARTISAN SUPPORT WAS GIVEN THE BILL AND 310 PRELIMINARY APPLICATIONS FOR AID WERE FILED UNDER ITS PROVISIONS, PROVING THAT BILINGUAL EDUCATION WAS AN IDEA WHOSE TIME HAD COME. THE FISCAL REALITIES OF THE YEAR 1969 WERE TO PROVE DISAPPOINTING, HOWEVER. ALTHOUGH $30 MILLION WAS AUTHORIZED FOR 1969, ONLY $7.5 MILLION WAS FINALLY AVAILABLE. "THE NEED HAS BEEN RECOGNIZED BUT THE LEGISLATION HAS YET TO BE TRANSLATED INTO A REAL FISCAL COMMITMENT." WE MUST THEREFORE CONCENTRATE OUR EFFORTS AND RESOURCES ON THREE MAJOR PROBLEMS: CHANGING STATE LAWS FORBIDDING INSTRUCTION IN LANGUAGES OTHER THAN ENGLISH, DEVELOPING SUITABLE BILINGUAL MATERIALS, AND, MOST IMPORTANTLY, PREPARING TEACHERS TO PARTICIPATE IN BILINGUAL PROGRAMS. THE PUBLIC SHOULD SUPPORT CONGRESSIONAL ACTION TO FUND SUCH PROJECTS. (JD)

ACCESSION NUMBER: ED030122

PUBLICATION DATE: JUL 69

TITLE: CURRICULUM GUIDE FOR TEACHERS OF ENGLISH IN KINDERGARTENS FOR NAVAJO CHILDREN.

PERSONAL AUTHOR: SAVILLE, MURIEL R.

IDENTIFIER: *BICULTURAL EDUCATION

EDRS PRICE: EDRS PRICE MF-$0.50 HC-$3.00

DESCRIPTIVE NOTE: 58P.

IN SEPTEMBER 1969 THE BUREAU OF INDIAN AFFAIRS IS INSTITUTING A BILINGUAL-BICULTURAL KINDERGARTEN PROGRAM ON THE NAVAJO RESERVATION. A MAJOR AIM OF THE PROGRAM IS TO DEVELOP AND IMPLEMENT A CURRICULUM IN WHICH NAVAJO IS THE PRIMARY MEDIUM OF INSTRUCTION AND ENGLISH IS TAUGHT AS A SECOND LANGUAGE. WHILE THE TEACHING OF ENGLISH IS ONLY ONE PART OF THE TOTAL KINDERGARTEN CURRICULUM, IT IS A PART UPON WHICH FUTURE SCHOOL ACHIEVEMENT AND SOCIAL MOBILITY LARGELY DEPEND. THIS PRELIMINARY GUIDE OUTLINES THE DISTINCTIVE SOUNDS OF ENGLISH WHICH NEED TO BE MASTERED, THE BASIC SENTENCE PATTERNS OF THE LANGUAGE, AND A VOCABULARY SUFFICIENT FOR CLASSROOM PROCEDURES AND BEGINNING READING TEXTS. THE CONTENT AND ORDERING OF THE LANGUAGE LESSONS ARE BASED ON A CONTRASTIVE ANALYSIS OF NAVAJO AND ENGLISH, WHICH ALLOWS THE PREDICTION AND DESCRIPTION OF PROBLEMS THE SPEAKERS OF ONE WILL HAVE IN LEARNING THE OTHER. THIS CURRICULUM OUTLINE WILL BE THE BASIS OF FORTHCOMING TEACHING MATERIALS BEING PREPARED BY THE AUTHOR. (AMM)

INSTITUTION NAME: CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM.

ACCESSION NUMBER: ED030339

PUBLICATION DATE: AUG 68

TITLE: THE CHALLENGE OF BILINGUALISM IN EDUCATION IN THE CITY OF NEW YORK.

PERSONAL AUTHOR: GUERRA, EMILIO L.

IDENTIFIER: NEW YORK CITY

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.50

DESCRIPTIVE NOTE: 8P.; PAPER PRESENTED AT THE NATIONAL CONVENTION OF THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE (50TH, SAN ANTONIO, TEXAS, AUGUST 28-30, 1968)

IN THIS BRIEF ACCOUNT ARE DISCUSSED THE EFFORTS MADE BY NEW YORK CITY PUBLIC SCHOOLS TO ESTABLISH SPECIAL PROGRAMS FOR NON-ENGLISH SPEAKING STUDENTS, ESPECIALLY PUERTO RICAN MIGRANTS. THE PIONEER PROJECT USING BILINGUAL TEACHERS TO INSTRUCT "ORIENTATION CLASSES" IN EAST HARLEM'S BENJAMIN FRANKLIN HIGH SCHOOL IS DESCRIBED. SPECIAL ATTENTION IS PAID TO THE PUERTO RICAN STUDY, CO-SPONSORED BY THE NEW YORK CITY BOARD OF EDUCATION AND THE FUND FOR THE ADVANCEMENT OF EDUCATION, THAT UNDERTOOK TO SEEK A SOUND BASIS FOR IMPROVING EDUCATIONAL OPPORTUNITIES FOR NON-ENGLISH SPEAKING CHILDREN. A SUMMARY OF THE STUDY'S FINAL REPORT IS COMPRISED OF CONCISE EXPLANATIONS OF CHAPTER CONTENTS. EIGHT RECOMMENDATIONS FOR ADMINISTRATORS AND TEACHERS RESPONSIBLE FOR THESE PROGRAMS CONCLUDE THE PAPER. (AF)

INSTITUTION NAME: AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGESE.

ACCESSION NUMBER: ED030342

PUBLICATION DATE: 28 AUG 68

TITLE: B.O.L.D.: BICULTURAL ORIENTATION AND LANGUAGE DEVELOPMENT.

PERSONAL AUTHOR: SPENCER, MARIA GUTIERREZ

IDENTIFIER: NEW MEXICO: SILVER CITY

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.55

DESCRIPTIVE NOTE: 9P.; PAPER PRESENTED AT THE NATIONAL CONVENTION OF THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE (50TH, SAN ANTONIO, TEXAS, AUGUST 28, 1968)

DESCRIBED, IN DETAIL, IN THIS SPEECH IS THE IMPLEMENTATION OF THE SILVER CITY, NEW MEXICO ELEMENTARY SCHOOL PROGRAM TO STRESS BICULTURAL ORIENTATION AND LINGUISTIC DEVELOPMENT. AFTER BRIEF INTRODUCTORY REMARKS CONCERNING THE IDENTIFICATION OF THE BILINGUAL PROBLEM AND LANGUAGE TEACHER RESPONSIBILITY FOR INITIATING NEW BILINGUAL EDUCATIONAL PROGRAMS, THERE ARE DISCUSSIONS OF (1) PROGRAM PLANNING, (2) THE DEVELOPMENT OF AWARENESS AND SUPPORT AT ADMINISTRATIVE, STAFF, AND COMMUNITY LEVELS, (3) INSTRUCTIONAL AIDS AND MATERIALS, AND (4) PROGRAM DESIGN. REPRODUCED FOR REFERENCE IS A MEMO FROM THE SPANISH TEACHERS DESIGNED TO ENLIST THE SUPPORT OF THEIR FELLOW-TEACHERS BY MAKING THEM COGNIZANT OF THE BILINGUAL INSTRUCTION RATIONALE. (AF)

INSTITUTION NAME: AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGESE.

ACCESSION NUMBER: ED030343

PUBLICATION DATE: 28 AUG 68

TITLE: BILINGUAL EDUCATION AND THE FOREIGN LANGUAGE TEACHER.

PERSONAL AUTHOR: RODRIGUEZ, ARMANDO

IDENTIFIER: ELEMENTARY AND SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.50

DESCRIPTIVE NOTE: 8P.; PAPER PRESENTED AT THE NATIONAL CONVENTION OF THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE (50TH, SAN ANTONIO, TEXAS, AUGUST 28-30, 1968)

THE ENACTMENT OF TITLE 7 OF THE ELEMENTARY AND SECONDARY EDUCATION ACT HAS SHARPENED THE INCREASING EMPHASIS ON THE EDUCATION OF THE BILINGUAL-BICULTURAL STUDENT, ESPECIALLY THE MEXICAN AMERICAN. ALTHOUGH THE GUIDELINES, REGULATIONS, AND THE AMOUNT OF THE APPROPRIATIONS FOR THIS NEW PROGRAM REMAIN UNKNOWN FACTORS, ITS ULTIMATE GOAL OF PROVIDING AN OPPORTUNITY TO TEACH EACH BILINGUAL CHILD EDUCATIONAL CONCEPTS IN ALL PHASES OF THE CURRICULUM IN HIS MOTHER TONGUE AND ANOTHER LANGUAGE AT THE SAME TIME HAS BEEN CLEARLY ESTABLISHED. MANY OF THE 100,000 BILINGUAL TEACHERS SO ESSENTIAL FOR THE SUCCESS OF THIS NEW EDUCATIONAL VENTURE EXIST, BUT MUST BE QUICKLY IDENTIFIED AND TRAINED TO TEACH HUNDREDS OF THOUSANDS OF YOUNGSTERS IN THE UNITED STATES TO FUNCTION AND BE A PART OF TWO CULTURES. TEACHERS OF SPANISH AND PORTUGUESE CAN ASSIST THE NEW PROGRAM BY BREAKING OUT OF THE NARROW ACADEMIC COMMUNITY IN WHICH THEY HAVE LONG BEEN PLACED BY SUPPORTING THE NEW CONCEPT IN THEIR COMMUNITIES AND BY HELPING SCHOOL SYSTEMS DEVELOP AND CARRY OUT THE PROGRAM. UNLESS FOREIGN LANGUAGE TEACHERS ASSUME THE LEADERSHIP OF THIS NEW MOVEMENT, THEIR ROLE IN INFLUENCING ITS DIRECTION WILL BE DIMINISHED AND EVENTUALLY LOST. (AF)

INSTITUTION NAME: AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGESE.

ACCESSION NUMBER: ED030473

PUBLICATION DATE: JAN 69

TITLE: THE COMPARATIVE EFFICACIES OF SPANISH, ENGLISH AND BILINGUAL COGNITIVE VERBAL INSTRUCTION WITH MEXICAN-AMERICAN HEAD START CHILDREN. FINAL REPORT.

PERSONAL AUTHOR: BARCLAY, LISA FRANCES KURCZ

IDENTIFIER: BARCLAY TEST; *HEAD START; ITPA; PEABODY PICTURE VOCABULARY TEST; PPVT; TEMPLIN DARLEY TEST OF ARTICULATION; VANCE LANGUAGE SKILLS TEST

EDRS PRICE: EDRS PRICE MF-$1.25 HC-$15.30

DESCRIPTIVE NOTE: 304P.

SIXTY-SEVEN MEXICAN-AMERICAN CHILDREN WERE ADMINISTERED A SPECIAL 7-WEEK HEAD START LANGUAGE TRAINING PROGRAM DURING THE SUMMER OF 1967. THREE BASIC TREATMENTS WERE USED, AND THERE WAS A CONTROL GROUP. TWO TEACHERS WERE USED, THUS RAISING THE NUMBER OF GROUPS TO EIGHT. THE THREE BASIC TREATMENTS INVOLVED A STRUCTURED ENGLISH LANGUAGE TRAINING PROGRAM; IN ONE GROUP, SPANISH WAS THE LANGUAGE OF INSTRUCTION; IN A SECOND GROUP, ENGLISH WAS THE INSTRUCTIONAL LANGUAGE; AND IN THE THIRD, BOTH LANGUAGES WERE USED. THE CONTROL GROUPS RECEIVED THE USUAL PRESCHOOL ART AND MUSIC ACTIVITIES. TESTS WERE ADMINISTERED AT THE BEGINNING OF THE PROGRAM, AT THE END, AND THE NEXT SPRING. IT WAS FOUND THAT (1) SINCE THE GROUPS WERE INITIALLY OF VARYING ABILITY, FINAL DIFFERENCES IN PERFORMANCE COULD HAVE BEEN DUE TO THIS INITIAL DIFFERENCE; (2) THE TEACHER FACTOR, SEX FACTOR, AND AGE FACTOR CONTRIBUTED NOTHING TO THE RESULTS; (3) THE STRUCTURED LANGUAGE TREATMENTS DID NOT PRODUCE BETTER SCORES THAN THE CONTROL TREATMENT; AND (4) THE BILINGUAL TREATMENT WAS NOT SIGNIFICANTLY SUPERIOR TO THE SPANISH OR ENGLISH TREATMENT. (WD)

INSTITUTION NAME: NEW HAVEN UNIFIED SCHOOL DISTRICT, UNION CITY, CALIF.

ACCESSION NUMBER: ED030505

PUBLICATION DATE: 69

TITLE: BILINGUAL EDUCATION--A LOOK AHEAD.

PERSONAL AUTHOR: RODRIGUEZ, ARMANDO

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.35

DESCRIPTIVE NOTE: 5P.

BILINGUALISM IS DEFINED AS THE ABILITY OF A PERSON TO FUNCTION WELL IN ALL SKILLS OF 2 LANGUAGES AND UNDERSTAND AND ACCEPT THE CULTURES OF BOTH LANGUAGES, THUS BEING A CONTRIBUTING MEMBER OF HIS SOCIETY. BILINGUAL TEACHING MEANS CONCURRENT USE OF 2 LANGUAGES AS A MEDIA OF INSTRUCTION IN ANY OR ALL OF THE SCHOOL CURRICULUM EXCEPT THE ACTUAL STUDY OF THE LANGUAGES THEMSELVES. OBJECTIVES OF A BILINGUAL PROGRAM INCLUDE (1) ACHIEVING SATISFACTORY LEARNING IN ALL SUBJECTS, (2) DEVELOPING PROFICIENCY IN THE SKILLS OF BOTH ENGLISH AND SPANISH, AND (3) GIVING THE CHILD PERSONAL ADJUSTMENT IN THE ENVIRONMENT OF HIS 2 CULTURES. THE 3 PROBLEMS WHICH HAMPER THE RAPID DEVELOPMENT OF BILINGUAL EDUCATION ARE (1) LEGAL OBSTACLES, (2) LACK OF MATERIALS, AND (3) LACK OF QUALIFIED TEACHERS. IT IS ESTIMATED THAT BY 1970, 100,000 BILINGUAL TEACHERS WILL BE NEEDED TO MEET THE DIMENSIONS OF A BILINGUAL EDUCATION PROGRAM. VARIOUS STATISTICS ARE GIVEN THROUGHOUT THE DOCUMENT. (CM)

ACCESSION NUMBER: ED030508

PUBLICATION DATE: 69

TITLE: THE MEXICAN-AMERICAN AND HIS LANGUAGE.

PERSONAL AUTHOR: RODRIGUEZ, ARMANDO

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.50

DESCRIPTIVE NOTE: 8P.

THE NEED FOR MEXICAN AMERICAN STUDENTS TO BECOME FLUENT IN SPANISH AS WELL AS PROFICIENT IN ENGLISH HAS BECOME OF PRIME IMPORTANCE IN THE SOUTHWEST. THERE ARE SEVERAL SUBSTANTIAL REASONS WHY IT IS IMPERATIVE THAT MEXICAN AMERICAN YOUNGSTERS BECOME FLUENT IN SPANISH. THE STUDENT'S CAPABILITIES IN SPANISH WILL BE IMPORTANT IN HIS SEARCH FOR A SELF-IMAGE. LANGUAGE FLUENCY WILL STRENGTHEN HIS RETENTION OF HIS CULTURAL HERITAGE. THE COMMUNICATION LEVEL WHICH HE MUST ACHIEVE IN SCHOOL, HOME, EMPLOYMENT, AND SOCIAL RELATIONS WILL BE STRENGTHENED. OUR NATION WILL HAVE CONSERVED AND USED A VALUABLE HUMAN RESOURCE. THE IMAGE OF THE UNITED STATES AS A NATION WITH A COMMITMENT TO RECOGNITION AND CONCERN FOR THE RICHNESS OF DIFFERENCES IN PEOPLE--NOT JUST RACIAL BUT LINGUISTIC AND CULTURAL--WILL BE REINFORCED. PRIOR TO ACHIEVING ANY OF THE ABOVE, THE MEXICAN AMERICAN MUST RECOGNIZE THE VALUES OF FLUENCY OF SPANISH, FOLLOWED QUICKLY BY ACCEPTANCE AND USE OF THIS LANGUAGE BY THE ANGLO. (CM)

ACCESSION NUMBER: ED030509

PUBLICATION DATE: 9 JUN 68

TITLE: MEXICAN-AMERICAN EDUCATION: AN OVERVIEW.

PERSONAL AUTHOR: RODRIGUEZ, ARMANDO

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.55

DESCRIPTIVE NOTE: 9P.; SPEECH GIVEN AT WORKSHOP TO DEVELOP HUMAN RESOURCES AMONG MEXICAN-AMERICAN TEACHERS IN THE DENVER METROPOLITAN AREA, DENVER, COLORADO, JUNE 9-10. 1968.

MEXICAN AMERICAN EDUCATION IN THE SOUTHWEST HAS SHOWN A RISING DETERMINATION ON THE PART OF EDUCATORS TO IMPLEMENT PROGRAMS DESIGNED TO EFFECTIVELY MEET THE EDUCATIONAL NEEDS OF BILINGUAL-BICULTURAL STUDENTS. THE MOST IMPORTANT POTENTIAL IS THE BILINGUAL EDUCATION ACT, TITLE VII OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. THIS ACT PROVIDES THE CHILD THE OPPORTUNITY TO LEARN IN HIS MOTHER TONGUE AND LEARN ENGLISH AS A SECOND LANGUAGE. BY CHANGING PRIORITIES IN PRESENT PROGRAMS, TITLE I AND TITLE III ESEA FUNDS CAN BE USED TO SUPPORT BILINGUAL EDUCATION PROGRAMS. (CM)

ACCESSION NUMBER: ED030510

PUBLICATION DATE: 23 AUG 68

TITLE: URBAN EDUCATION AND THE MEXICAN-AMERICAN.

PERSONAL AUTHOR: RODRIGUEZ, ARMANDO

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.55

DESCRIPTIVE NOTE: 9P.; SPEECH GIVEN AT FORD FOUNDATION LEADERSHIP SEMINAR, ALBUQUERQUE, NEW MEXICO, AUGUST 23, 1968

WITH 90% OF ABOUT 4.7 MILLION MEXICAN AMERICANS LIVING IN THE 5 SOUTHWEST STATES AND 80% OF THESE LIVING IN AN URBAN ENVIRONMENT, MEXICAN AMERICAN STUDENTS FACE SEVERAL EDUCATIONAL PROBLEMS IN THE URBAN SETTING, INCLUDING HIGH DROPOUT RATE, LOW EDUCATIONAL ACHIEVEMENT, AND INEFFECTIVE INSTITUTIONS. SCHOOLS FAIL TO RECOGNIZE THE CULTURAL RICHNESS OF THE STUDENT'S BILINGUALISM WHICH CAN BE MADE A POSITIVE FORCE HELPING TO RETAIN PERSONAL IDENTITY AND SELF-ESTEEM. POSSIBLE SOLUTIONS LIE IN THE AREAS OF TEACHER AND ADMINISTRATOR TRAINING, FOCUSING ON IN-SERVICE CURRICULUM, PRE-SERVICE CURRICULUM, RECRUITMENT AND RETENTION OF TEACHER CANDIDATES, AND SCHOLARSHIPS AND AID PROGRAMS. BY DEVELOPING RELEVANT CURRICULUM AND MATERIALS THROUGH REDIRECTING AVAILABLE FEDERAL FUNDS AND THROUGH THE COMMUNITY AND SCHOOL WORKING TOGETHER, THE PROBLEMS OF MEXICAN AMERICAN STUDENTS IN AN URBAN ENVIRONMENT CAN BE MET. SEVERAL STATISTICS ARE INCLUDED. (CM)

ACCESSION NUMBER: ED030550

PUBLICATION DATE: MAY 69

TITLE: SUSTAINED PRIMARY PROGRAM FOR BILINGUAL STUDENTS.

PERSONAL AUTHOR: KEITH, MARY T.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.20

DESCRIPTIVE NOTE: 22P.; PAPER PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE, KANSAS CITY, MO., APR. 30-MAY 3, 1969

THE SUSTAINED PRIMARY PROGRAM FOR BILINGUAL STUDENTS IS AN ESEA/TITLE III PROGRAM WHICH EMPHASIZES UNDERSTANDING AND APPRECIATING THE SPANISH, MEXICAN, ANGLO HERITAGE OF THE MESILIA VALLEY AND SOUTHWESTERN NEW MEXICO, DISCOVERING THE STRUCTURE OF THE LANGUAGE, RECOGNIZING HOW LEARNING OCCURS, IDENTIFYING THE METHODOLOGY AND STRATEGY NEEDED TO CREATE THE BEST LEARNING CLIMATE, AND EXPLORING WAYS OF EXPANDING THE LEARNING ENVIRONMENT INTO THE HOME AND COMMUNITY. THIS 12-MONTH PROGRAM INCLUDES 200 INSTRUCTIONAL DAYS AND SHORT VACATION PERIODS. TEACHERS AND PUPILS REMAIN TOGETHER FROM KINDERGARTEN THROUGH GRADE 3, AND ADVANCEMENT IS CONTINUOUS AND NONGRADED. THE LANGUAGE EXPERIENCE APPROACH TO READING IS INCORPORATED IN THE CULTURALLY CENTERED CURRICULUM. BILINGUAL INSTRUCTIONAL AIDES ASSIST THE MASTER TEACHERS, AND PARENT PARTICIPATION IS ENCOURAGED. STATISTICAL DATA FOR THE PROJECT'S FIRST YEAR (1966-67), COMPARING PROGRAM CHILDREN WITH CONTROL GROUPS ON THE CALIFORNIA TEST OF MENTAL MATURITY, THE METROPOLITAN READING READINESS TEST, AND OTHER MEASURES, INDICATE THAT DUAL LANGUAGE INSTRUCTION ENHANCED SCHOOL ACHIEVEMENT. TABLES AND REFERENCES ARE INCLUDED. (CM)

ACCESSION NUMBER: ED030876

PUBLICATION DATE: 7 MAR 69

TITLE: LAS ESCUELAS BILINGUES: THE PERUVIAN EXPERIENCE (BILINGUAL SCHOOLS: THE PERUVIAN EXPERIENCE).

PERSONAL AUTHOR: PAULSTON, CHRISTINA BRATT

IDENTIFIER: PERU; SUMMER INSTITUTE OF LINGUISTICS

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.80

DESCRIPTIVE NOTE: 14P.; PAPER PRESENTED AT THE THIRD ANNUAL TESOL CONVENTION, CHICAGO, ILLINOIS, MARCH, 1969.

THE SUMMER INSTITUTE OF LINGUISTICS RUNS SEVERAL BILINGUAL SCHOOLS IN THE ANDEAN AND AMAZONIAN REGIONS OF PERU. THESE ARE THE ONLY PUBLIC BILINGUAL SCHOOLS IN THE COUNTRY SERVING THE INDIAN POPULATION, A MAJORITY OF WHOM DO NOT SPEAK SPANISH AS THEIR FIRST LANGUAGE. ALTHOUGH PUBLIC EDUCATION IS NOW AVAILABLE TO SOME 80 PERCENT OF ALL CHILDREN, THE SCHOOL COMPLETION RATES IN RURAL, MONOLINGUAL-SPANISH SCHOOLS ARE LESS THAN TEN PERCENT. IN THE SUMMER INSTITUTE OF LINGUISTICS SCHOOLS, THE TEACHER IS ALWAYS BILINGUAL AND OF THE SAME TRIBE OR REGION. TYPICALLY, THE STUDENT FIRST LEARNS TO READ IN HIS NATIVE LANGUAGE WHILE STUDYING SPANISH ORALLY. AFTER LEARNING TO READ SPANISH AS WELL, THE STUDENT TRANSFERS TO THE SECOND GRADE OF A MONOLINGUAL-SPANISH SCHOOL. EVALUATION OF THE EFFICIENCY OF BILINGUAL SCHOOLS DEPENDS ON THE CRITERIA USED (RELIGIOUS, POLITICAL, SOCIAL) AND THE EVALUATORS (MISSIONARIES, GOVERNMENT OFFICIALS, TEACHERS). OBJECTIVE EVALUATION IS ALSO HAMPERED BY THE LACK OF LOCAL OR NATIONAL STATISTICS. PRELIMINARY FINDINGS BASED ON THE ACHIEVEMENT OF CHILDREN FROM BILINGUAL SCHOOLS TRANSFERRING TO MONOLINGUAL SCHOOLS INDICATES THAT THEY HAVE A HIGHER RATE OF ACHIEVEMENT. THE AUTHOR CONCLUDES THAT FOREIGN LANGUAGE LEARNING AND SECOND LANGUAGE LEARNING MAY BE MUCH MORE DISSIMILAR PSYCHOLOGICAL EXPERIENCES THAN WE HAVE PREVIOUSLY SUPPOSED THEM TO BE. FURTHER INTERDISCIPLINARY RESEARCH AND COOPERATION IS ESSENTIAL. (JD)

ACCESSION NUMBER: ED031307

PUBLICATION DATE: 69

TITLE: SOME LANGUAGE-RELATED COGNITIVE ADVANTAGES OF BILINGUAL FIVE YEAR OLDS.

PERSONAL AUTHOR: FELDMAN, CAROL; SHEN, MICHAEL

IDENTIFIER: HEAD START

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.15

DESCRIPTIVE NOTE: 21P.

FIFTEEN BILINGUAL AND 15 MONOLINGUAL HEAD START CHILDREN, RANGING IN AGE FROM 4 TO 6, WERE ADMINISTERED THREE TYPES OF TASKS: (1) OBJECT CONSTANCY TASK: SUBJECT WAS SHOWN A COMMON OBJECT, A TRANSFORMATION WAS DONE ON THE OBJECT, E.G., CRUSHING A PAPER CUP, AND THEN THAT OBJECT PLUS AN IDENTICAL PRE-TRANSFORMED OBJECT, WERE SHOWN TO THE SUBJECT AND HE WAS ASKED TO PICK OUT THE FIRST OBJECT; (2) NAMING TASK: SUBJECT WAS ASKED TO USE OBJECT LABELS UNDER THREE CONDITIONS: USE OF THE COMMON NAME, USE OF A NONSENSE NAME, AND USE OF SWITCHED COMMON NAMES; AND (3) A SENTENCE TASK: SUBJECT WAS REQUIRED TO USE THE THREE LABEL CONDITIONS (2) IN SIMPLE RELATIONAL SENTENCES. IT WAS HYPOTHESIZED THAT (I) BILINGUALS WOULD PERFORM BETTER THAN MONOLINGUALS ON ALL THREE TASKS, AND (II), THAT FOR ALL SUBJECTS, TASK (1) WOULD BE EASIER THAN (2) WHICH WOULD BE EASIER THAN (3). BOTH HYPOTHESES WERE SUPPORTED BY THE GROSS DATA. IT WAS FOUND THAT BILINGUALS, ALTHOUGH BETTER AT USING NAMES IN RELATIONAL STATEMENTS, WERE NOT BETTER THAN MONOLINGUALS IN THE USE OF COMMON NAMES ALONE NOR NONSENSE NAMES ALONE. ALSO, BILINGUALS PERFORMED CONSISTENTLY BETTER THAN MONOLINGUALS WHERE NONVERBAL POINTING RESPONSES WERE REQUIRED, BUT NOT WHERE SPOKEN RESPONSES WERE REQUIRED. IT WAS SUGGESTED THAT HAVING A NOTION OF MEANING AS A FUNCTION OF USE FACILITATES ACQUISITION OF THE ABILITY OF YOUNG CHILDREN TO USE LABELS IN SENTENCES. (WD)

INSTITUTION NAME: EARLY EDUCATION RESEARCH CENTER, CHICAGO, ILL.; NATIONAL LAB. ON EARLY CHILDHOOD EDUCATION.

ACCESSION NUMBER: ED031318

PUBLICATION DATE: SEP 68

TITLE: A KINDERGARTEN CURRICULUM GUIDE FOR INDIAN CHILDREN: A BILINGUAL-BICULTURAL APPROACH.

IDENTIFIER: *NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.75 HC-$7.35

DESCRIPTIVE NOTE: 145P.

A BILINGUAL AND BICULTURAL APPROACH IS PRESENTED FOR TEACHING NAVAJO INDIAN STUDENTS BY ENHANCING AND UTILIZING THE FAMILIAR WHILE BROADENING AND ENRICHING THE STUDENTS' EXPERIENCES RELATED TO THE LARGER AMERICAN CULTURE. INFORMATION IS GIVEN ON THE SIGNIFICANCE OF EARLY LEARNING, PHYSICAL AND MENTAL ASPECTS OF THE FIVE YEAR OLD, ARTICULATION OF EARLY CHILDHOOD EXPERIENCES, AND THE ROLE OF THE STAFF IN EARLY EDUCATION. CURRICULUM EXPERIENCES ARE OUTLINED FOR LANGUAGE AND CONCEPT DEVELOPMENT, SOCIAL LIVING, MATHEMATICS, MUSIC, NATURAL AND PHYSICAL CONCEPTS, HEALTH AND SAFETY, FOODS, AND AESTHETIC APPRECIATION. THE IMPORTANCE OF THE SUPPORTIVE SERVICES AND PARENTAL AND COMMUNITY INVOLVEMENT IN THE KINDERGARTEN PROGRAM ARE ALSO EMPHASIZED. THE APPENDICES AND BIBLIOGRAPHY INCLUDE ENRICHMENT MATERIALS, GUIDELINES FOR SPACE UTILIZATION AND EQUIPMENT REQUIREMENTS, AND EXAMPLES OF FORMS AND MATERIALS. (DK)

INSTITUTION NAME: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN, WASHINGTON, D.C.

ACCESSION NUMBER: ED031323

PUBLICATION DATE: MAY 69

TITLE: THE NEEDS OF THE CHICANO ON THE COLLEGE CAMPUS.

PERSONAL AUTHOR: GOMEZ, ANNA NIETO; VASQUEZ, J. ANTHONY

IDENTIFIER: *CHICANOS

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.40

DESCRIPTIVE NOTE: 26P.; PAPER PRESENTED AT CONFERENCE ON INCREASING OPPORTUNITIES FOR MEXICAN AMERICAN STUDENTS IN HIGHER EDUCATION (LONG BEACH, CALIFORNIA, MAY 15-17, 1969)

THE PROBLEMS OF THE CHICANO (MEXICAN AMERICAN) STUDENT ON THE COLLEGE CAMPUS CAN BE ALLEVIATED IN THE FOLLOWING WAYS: (1) SUMMER INSTITUTES FOR INCOMING FRESHMEN PROVIDING BILINGUAL CLASSES, BILINGUAL TEACHERS, AND REMEDIAL ENGLISH; (2) AN ORIENTATION PROGRAM TO MAKE THE STUDENT AWARE OF THE BUREAUCRATIC PROCEDURES OF A UNIVERSITY; (3) A COUNSELING SYSTEM WHEREBY UPPER DIVISION CHICANOS WOULD ADVISE AND HELP ENTERING STUDENTS; (4) FREE HEALTH FACILITIES PROVIDED FOR THE CHICANO STUDENT TO EASE HIS FINANCIAL BURDEN; (5) LESS EXPENSIVE HOUSING ON CAMPUS, OR RENT SUPPLEMENT PROGRAMS SUBSIDIZED BY THE FEDERAL GOVERNMENT; (6) MORE EXTENSIVE FINANCIAL AID PROGRAMS OR EXPANSION OF EXISTING PROGRAMS, SUCH AS NATIONAL DEFENSE EDUCATION ACT LOANS AND EDUCATIONAL OPPORTUNITY GRANTS; AND (7) CHANGES IN THE SELECTIVE SERVICE SYSTEM BECAUSE OF DISCRIMINATORY PRACTICES AGAINST MEXICAN AMERICAN STUDENTS. RELATED DOCUMENTS ARE RC 003 429, RC 003 431, RC 003 432 AND RC 003 436. (RH)

AVAILABILITY: DR. MAYER J. FRANKLIN, SCHOOL OF EDUCATION, CALIFORNIA STATE COLLEGE, LONG BEACH, CALIFORNIA 90801

INSTITUTION NAME: CALIFORNIA STATE COLL., LONG BEACH.

ACCESSION NUMBER: ED031324

PUBLICATION DATE: MAY 69

TITLE: THE RETENTION OF MEXICAN AMERICAN STUDENTS IN HIGHER EDUCATION WITH SPECIAL REFERENCE TO BICULTURAL AND BILINGUAL PROBLEMS.

PERSONAL AUTHOR: GUERRA, MANUEL H.; AND OTHERS

IDENTIFIER: *CHICANOS

EDRS PRICE: EDRS PRICE MF-$0.75 HC-$6.65

DESCRIPTIVE NOTE: 131P.; PAPERS PRESENTED AT CONFERENCE ON INCREASING OPPORTUNITIES FOR MEXICAN AMERICAN STUDENTS IN HIGHER EDUCATION (LONG BEACH, CALIFORNIA, MAY 15-17, 1969)

THE PROBLEM OF RETAINING MEXICAN AMERICAN STUDENTS IN INSTITUTIONS OF HIGHER EDUCATION IS REVIEWED IN THESE 5 PAPERS: "THE RETENTION OF MEXICAN AMERICAN STUDENTS IN HIGHER EDUCATION WITH SPECIAL REFERENCE TO BICULTURAL AND BILINGUAL PROBLEMS" BY MANUEL H. GUERRA; "MEXICANISMO VS. RETENTION: IMPLICATIONS OF RETAINING MEXICAN AMERICAN STUDENTS IN HIGHER EDUCATION" BY PHILIP MONTEZ; "RETENTION OF MEXICAN AMERICAN STUDENTS IN COLLEGE" BY MONTE E. PEREZ, MARIA DIAZ, AND OSCAR MARTINEZ; "RETENTION OF THE CHICANO STUDENT AS A COMPREHENSIVE PROGRAM UNIT OF THE MEXICAN AMERICAN STUDENT ORGANIZATION" BY UNITED MEXICAN AMERICAN STUDENTS AT THE UNIVERSITY OF CALIFORNIA AT LOS ANGELES; AND "PROBLEMS OF RETENTION AS SEEN BY MEXICAN AMERICAN STUDENTS" BY MEMBERS OF A CHICANO ETHNIC STUDIES CLASS (CONDUCTED BY MARTA SCHLATTER). RELATED DOCUMENTS ARE RC 003 429, RC 003 431, RC 003 432, AND RC 003 433. (SW)

AVAILABILITY: DR. MAYER J. FRANKLIN, SCHOOL OF EDUCATION, CALIFORNIA STATE COLLEGE, LONG BEACH, CALIFORNIA 90801.

INSTITUTION NAME: CALIFORNIA STATE COLL., LONG BEACH.

ACCESSION NUMBER: ED031341

PUBLICATION DATE: 67

TITLE: THE TEACHING OF BEGINNING READING BY USE OF THE INITIAL TEACHING ALPHABET.

PERSONAL AUTHOR: HOLMES, JACK; AND OTHERS

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.55

DESCRIPTIVE NOTE: 9P.

TEACHING BEGINNING READING USING THE INITIAL TEACHING ALPHABET (I.T.A.) WAS EXPERIMENTED WITH IN A PROJECT WHICH HAD THE DUAL PURPOSE OF (1) PROVIDING EDUCATORS WITH THE OPPORTUNITY TO OBSERVE THE USE OF I.T.A., AND (2) DETERMINING THE EFFECTIVENESS OF I.T.A. WITH MEXICAN AMERICAN BILINGUAL CHILDREN. TWENTY I.T.A. DEMONSTRATION CLASSES REPRESENTING VARIOUS SOCIOECONOMIC LEVELS WERE ESTABLISHED IN THE STOCKTON UNIFIED SCHOOL DISTRICT AND TRACY PUBLIC SCHOOLS IN CALIFORNIA ALLOWING EDUCATORS TO OBSERVE THE PROGRAM. THE SECOND OBJECTIVE WAS ACCOMPLISHED BY ESTABLISHING 18 I.T.A. EXPERIMENTAL CLASSES AND 20 TRADITIONAL ORTHOGRAPHY (T.O) CONTROL CLASSES. THE SAME BASAL READERS WERE USED BY BOTH GROUPS AND BOTH WERE ADMINISTERED THE SAME ARRAY OF TESTS. RESULTS OF THE EXPERIMENTAL I.T.A. GROUP SHOWED ACHIEVEMENT SIGNIFICANTLY ABOVE THE T.O. CONTROL GROUP. HOWEVER, IT WAS CONCLUDED THAT IT WAS TO EARLY TO MAKE ANY DEFINITIVE CONCLUSIONS REGARDING THE USE OF I.T.A. WITH BILINGUAL DISADVANTAGED CHILDREN AND THAT A SECOND YEAR OF THE PROJECT SHOULD PROVIDE MORE DEFINITIVE INFORMATION. TABLES ARE INCLUDED DEPICTING THE RESULTS. THIS PROJECT WAS FUNDED UNDER TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. (CM)

INSTITUTION NAME: STOCKTON UNIFIED SCHOOL DISTRICT, CALIF.

ACCESSION NUMBER: ED031352

PUBLICATION DATE: JUL 69

TITLE: MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY.

PERSONAL AUTHOR: HEATHMAN, JAMES E., COMP.; MARTINEZ, CECILIA J., COMP.

EDRS PRICE: EDRS PRICE MF-$0.50 HC-$3.00

DESCRIPTIVE NOTE: 58P.

DOCUMENTS ON THE SUBJECT OF MEXICAN AMERICAN EDUCATION WHICH HAVE BEEN INDEXED AND ABSTRACTED IN "RESEARCH IN EDUCATION" ARE CITED IN THIS BIBLIOGRAPHY. PUBLICATIONS DEALING WITH RESEARCH FINDINGS AND DEVELOPMENTS IN BILINGUAL COMPENSATORY EDUCATION FOR THE SPANISH-SPEAKING ARE INCLUDED. THE MAJORITY OF THE 156 DOCUMENTS CITED WERE PUBLISHED SINCE 1965. CITATIONS ARE INDEXED BY SUBJECT AREA AT THE END OF THE BIBLIOGRAPHY USING ERIC DESCRIPTOR TERMS. (JH)

INSTITUTION NAME: NEW MEXICO STATE UNIV., UNIVERSITY PARK. ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS.

ACCESSION NUMBER: ED031384

PUBLICATION DATE: 1 MAY 69

TITLE: SOME NEEDED RESEARCH REGARDING THE LANGUAGE AND READING INSTRUCTIONAL PROBLEMS OF SPANISH SPEAKING CHILDREN.

PERSONAL AUTHOR: ROSEN, CARL L.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.00

DESCRIPTIVE NOTE: 18P.; PAPER PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE, KANSAS CITY, MO., APR. 30-MAY 3, 1969.

THREE MAJOR AREAS OF NEEDED RESEARCH IN LANGUAGE AND READING DEVELOPMENT FOR CHILDREN OF SPANISH-SPEAKING BACKGROUNDS ARE PRESENTED IN A GENERAL OVERVIEW. THE FIRST AREA OF NEED IS THAT OF NORMATIVE AND DESCRIPTIVE STUDIES OF PRELEARNING PROCESSES. THIS INCLUDES ANALYSES OF LANGUAGE BASE AND HOME LANGUAGE BEHAVIOR AND IS AIMED AT A MORE PRECISE DESCRIPTION OF BILINGUAL STYLE. THE SECOND AREA OF NEED IS THAT OF COMPENSATORY EDUCATIONAL PROGRAMS. THESE SHOULD BE BASED ON RESEARCH AND EXPERIMENTATION DESIGNED TO DETERMINE LANGUAGE CHARACTERISTICS AND NEEDS. THE THIRD AREA OF NEED IS THAT OF RESEARCH IN CURRICULUM AND MATERIALS MODIFICATIONS. PRESENT CURRICULA SHOULD BE RESEARCHED AND EVALUATED, AND NEW AND INNOVATIVE CURRICULA SHOULD BE DESIGNED WHICH REFLECT RESEARCH FINDINGS. AN EXTENSIVE BIBLIOGRAPHY OF MATERIAL REVIEWED IS INCLUDED. (MD)

ACCESSION NUMBER: ED031423

PUBLICATION DATE: 68

TITLE: PROJECT TEACHER EXCELLENCE FOR ECONOMICALLY DEPRIVED AND CULTURALLY DIFFERENTIATED AMERICANS.

IDENTIFIER: OUR LADY OF THE LAKE COLLEGE; PROJECT TEACHER EXCELLENCE; TEXAS

EDRS PRICE: EDRS PRICE MF-$0.50 HC-$3.10

DESCRIPTIVE NOTE: 60P.; SUBMITTED AS AN ENTRY FOR THE DISTINGUISHED ACHIEVEMENT AWARD OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION.

PROJECT TEACHER EXCELLENCE FOR ECONOMICALLY DEPRIVED AND CULTURALLY DIFFERENTIATED AMERICANS PROVIDES FOR THE SEARCH FOR MEXICAN-AMERICANS LIVING IN ECONOMICALLY DEPRIVED AREAS OF THE SOUTHWEST WHO HAVE POTENTIAL ABILITY BUT WHO WOULD NOT GO TO COLLEGE WITHOUT FINANCIAL AID. THOSE IDENTIFIED AND SELECTED FOR AID ARE ADMITTED TO OUR LADY OF THE LAKE COLLEGE TO PARTICIPATE FULLY IN A SPECIALLY DESIGNED 4-YEAR BILINGUAL AND BICULTURAL TEACHER TRAINING PROGRAM. AFTER THEY COMPLETE THE PROGRAM, THEY RETURN AS TRAINED TEACHERS TO TEACH BILINGUALLY IN THE LOW-INCOME MEXICAN-AMERICAN AREAS FROM WHICH THEY CAME. (SUPPORTING DOCUMENTS AND SUPPLEMENTARY MATERIALS WHICH ARE APPENDED TO THE PROGRAM DESCRIPTION INCLUDE PUBLICITY MATERIALS; LISTS OF COURSE REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN LIBERAL STUDIES WITH CERTIFICATION IN BILINGUAL ELEMENTARY EDUCATION; TRAINEE SELECTION CRITERIA; AND THE ANNUAL PROGRAM PROGRESS REPORT (JUNE 1968-JUNE 1969) TO THE U.S. OFFICE OF EDUCATION WITH INFORMATION ON BACKGROUND OF THE STUDENTS AND EVALUATION OF THEIR PROGRESS AND THAT OF THE PROGRAM AS A WHOLE.) (JS)

INSTITUTION NAME: OUR LADY OF THE LAKE COLL., SAN ANTONIO, TEX.

ACCESSION NUMBER: ED031433

PUBLICATION DATE: MAY 69

TITLE: NEW JERSEY BILINGUAL EDUCATION PROGRAM. FORMAL PROJECT APPLICATION.

IDENTIFIER: *NEW JERSEY

EDRS PRICE: EDRS PRICE MF-$0.50 HC-$3.95

DESCRIPTIVE NOTE: 77P.

MAJOR OBJECTIVES OF A PROPOSED NEW JERSEY COOPERATIVE PROJECT ARE (1) TO ESTABLISH 10 FIRST-GRADE DEMONSTRATION BILINGUAL AND BICULTURAL CLASSES IN STRATEGIC TARGET AREAS THROUGHOUT THE STATE (TO HELP SPANISH-SPEAKING CHILDREN EXTEND SKILLS IN THEIR NATIVE LANGUAGE AND IN ENGLISH); (2) TO PREPARE PRESERVICE AND INSERVICE WORKSHOPS FOR PERSONNEL IN THE PROJECT, INCLUDING PARAPROFESSIONALS; (3) TO DEVELOP STRATEGIES FOR IMPROVING HOME, COMMUNITY, AND SCHOOL RELATIONSHIPS; (4) TO COORDINATE AND UTILIZE THE VARYING EPDA AND OTHER FEDERAL MONIES IN THE STATE AS THEY RELATE TO TITLE VII; (5) TO INVOLVE THE HISPANIC COMMUNITY IN ALL PHASES OF PLANNING AND PROGRAM IMPLEMENTATION AND EVALUATION; (6) TO CONTINUE COOPERATION EFFORTS WITH CARIBBEAN AND LATIN AMERICAN COUNTRIES IN STUDENT AND TEACHER EXCHANGE; (7) TO ESTABLISH APPROPRIATE PROGRAMS IN ADULT EDUCATION, OCCUPATIONAL GUIDANCE, AND COUNSELING; (8) TO SURVEY, DEVELOP, AND DISSEMINATE MATERIALS OF SERVICE TO SCHOOL DISTRICTS IN NEW JERSEY AND ELSEWHERE INTERESTED IN BILINGUAL EDUCATION. (INCLUDED IN THIS PROGRAM DESCRIPTION ARE SECTIONS ON PROGRAM NEED; OBJECTIVES; PROCEDURES; UTILIZATION OF RESEARCH AND EXISTING MATERIALS; PERSONNEL; FACILITIES, MATERIALS, AND EQUIPMENT; COMMUNITY INVOLVEMENT; SUBCONTRACTING; BUDGET REQUIREMENTS; EVALUATION; DISSEMINATION; AND LOCAL COMMITMENT, PLUS A SELECTED BIBLIOGRAPHY ON BILINGUAL EDUCATION.) (JS)

INSTITUTION NAME: JERSEY CITY STATE COLL., N.J.; VINELAND SCHOOL DISTRICT, N.J.

ACCESSION NUMBER: ED031464

PUBLICATION DATE: AUG 69

TITLE: EPDA INSTITUTE FOR BILINGUAL ELEMENTARY TEACHERS AND TEACHER AIDES.

EDRS PRICE: EDRS PRICE MF-$1.50 HC-$18.85

DESCRIPTIVE NOTE: 375P.

AN 8-WEEK SUMMER INSTITUTE WAS HELD AT THE UNIVERSITY OF TEXAS AT AUSTIN FOR NATIVE SPANISH-SPEAKING ELEMENTARY SCHOOL (K-3) TEACHERS AND TEACHER AIDES TO IMPROVE THEIR LANGUAGE AND TEACHING SKILLS AND TO INCREASE THEIR KNOWLEDGE OF LANGUAGE, CULTURE, BILINGUALISM, AND PROBLEMS OF THE BILINGUAL LEARNER. UNDER THE DIRECTION OF EIGHT INSTRUCTORS AND 10 GRADUATE ASSISTANTS, THE 39 PARTICIPANTS ENGAGED IN FORMAL PROGRAM ACTIVITIES WHICH INCLUDED CLASSES IN THEORETICAL UNDERSTANDING OF BILINGUAL EDUCATION, BASIC UNDERSTANDING OF APPLIED LINGUISTICS, BASIC UNDERSTANDING OF THE SPANISH-SPEAKING CHILD OF THE SOUTHWEST, AND THE DEVELOPMENT OF LANGUAGE SKILLS; WORKSHOPS IN DEVELOPING A METHOD OF TEACHING READING IN SPANISH TO SPANISH SPEAKERS, DEVELOPING CURRICULAR MATERIALS IN SPANISH, COMPILING A BASIC REFERENCE LIBRARY IN SPANISH, DEVELOPING A DIAGNOSTIC TEST IN PHONOLOGY, TEACHING IN A BILINGUAL SITUATION, AND LEARNING METHODS USED IN EXISTING BILINGUAL PROGRAMS IN THE UNITED STATES; AND PERIODIC PROGRESS REPORTS OF THE INSTITUTE. PARTICIPANTS COMPLETED AN EXTENSIVE INSTITUTE EVALUATION FORM IN WHICH THEY EXPRESSED THEIR SATISFACTION WITH THE INSTITUTE. (APPENDED ARE TWO WORKBOOKS PRODUCED BY A JOINT EFFORT OF TEACHERS AND TEACHER AIDES IN THE WORKSHOPS. MATERIALS DEVELOPED INCLUDE A SPANISH VOCABULARY FOR GRADES K-3, REPRESENTATIVE CURRICULAR UNITS WRITTEN IN SPANISH, AND A COLLECTION OF GAMES, SONGS, AND DANCES FOR GRADES K-3.) (SM)

INSTITUTION NAME: TEXAS UNIV., AUSTIN. FOREIGN LANGUAGE EDUCATION CENTER.

ACCESSION NUMBER: ED031690

PUBLICATION DATE: MAR 69

TITLE: COMMUNITY INVOLVEMENT IN THE BI-LINGUAL CENTER.

PERSONAL AUTHOR: PICCHIOTTI, NATALIE

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.35

DESCRIPTIVE NOTE: 5P.; PAPER GIVEN AT THE THIRD ANNUAL TESOL CONVENTION, CHICAGO, ILLINOIS, MARCH 5-8, 1969.

A BILINGUAL ELEMENTARY SCHOOL FOR SPANISH-SPEAKING CHILDREN IN CHICAGO, LAFAYETTE CENTER, IS DESCRIBED IN THIS PAPER. THE PRIMARY CONCERN OF THE CENTER HAS BEEN PARENT INVOLVEMENT, WITH HOME VISITS TO THE PARENTS BY SCHOOL COMMUNITY REPRESENTATIVES BEFORE AND AFTER ENROLLMENT AND AN OPEN HOUSE IN DECEMBER. THIS FUNCTION WAS WELL ATTENDED BY COMMUNITY LEADERS AND OTHER OFFICIALS, BUT NOT PARTICULARLY BY PARENTS, PARTLY, IT WAS FELT, BECAUSE THE PARENTS ARE HAPPY WITH THE PROGRAM AND DO NOT FEEL THE NEED TO COME TO THE SCHOOL, AND PARTLY BECAUSE OF THE EXPENSIVE PUBLIC TRANSPORTATION IN CHICAGO. THE PUERTO RICAN COMMUNITY, IN WHICH THE CENTER IS LOCATED, IS ENTHUSIASTIC ABOUT THE PROGRAM. THE MEXICAN COMMUNITY, WHILE APPROVING THE PROGRAM, RESENTS THAT A SECOND CENTER WAS NOT OPENED IN THEIR COMMUNITY. BOTH RESENT THE FACT THAT THE PROGRAM IS LIMITED TO THE POOR; ALL THE CHILDREN WHO NEED IT ARE NOT INCLUDED. THE NON-SPANISH-SPEAKING COMMUNITY OF EUROPEAN BACKGROUND IS, TO VARYING DEGREES, "INDIFFERENT, RESENTFUL, OR HOSTILE," BECAUSE BILINGUAL CENTERS HAD NOT BEEN PROVIDED FOR THEIR PARENTS OR GRANDPARENTS, WHO WERE UNDER PRESSURE TO ACCULTURATE. THERE MUST BE, THE AUTHOR STRESSES, A TOTAL COMMUNITY ACCEPTANCE OF A NEW APPROACH TO THE EDUCATION OF OUR SPANISH-SPEAKING STUDENTS AND A RECOGNITION OF THEIR COMMUNITY RIGHTS CONCERNING THEIR CHILDREN'S EDUCATION. (AMM)

ACCESSION NUMBER: ED032175

PUBLICATION DATE: 67

TITLE: ENGLISH AS A SECOND LANGUAGE FOR SPEAKERS OF SPANISH.

PERSONAL AUTHOR: MICHAEL, ALICE

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 24P.

THE FACT THAT MANY SPANISH SPEAKING PUPILS ARE SERIOUSLY LIMITED IN ENGLISH OR MAY NOT SPEAK ENGLISH AT ALL PRESENTS A DIFFICULT PROBLEM FOR THEIR TEACHERS IN ENGLISH SPEAKING SCHOOLS. THIS DOCUMENT PRESENTS SOME OF THE CURRENT KNOWLEDGE CONCERNING THE NATURE OF LANGUAGE AND HOW IT IS LEARNED IN NON-TECHNICAL TERMS. EXAMPLES OF LESSONS, TECHNIQUES, AND MATERIALS ARE GIVEN WHICH TEACHERS CAN USE TO CARRY OUT THE KIND OF SYSTEMATIC ENGLISH PROGRAM THAT IS DESCRIBED. ANNOTATED BIBLIOGRAPHIES PRESENT LISTINGS OF BOOKS FOR TEACHERS, INSTRUCTIONAL MATERIALS, CHARTS AND PICTURES, AND EQUIPMENT ALONG WITH A BIBLIOGRAPHY OF MATERIALS RELATED TO THE TEACHING OF ENGLISH AS A SECOND LANGUAGE. (DK)

AVAILABILITY: EDUCATOR PRESS, BOX 444, MONTEREY, CALIFORNIA ($2.00)

ACCESSION NUMBER: ED032519

PUBLICATION DATE: 8 MAR 69

TITLE: TEBRETSOL: THE LEA (TEACHING BEGINNING READING TO SPEAKERS OF OTHER LANGUAGES: THE LANGUAGE EXPERIENCE APPROACH).

PERSONAL AUTHOR: LEVENSON, STANLEY

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.70

DESCRIPTIVE NOTE: 12P.; PAPER GIVEN AT THE THIRD ANNUAL TESOL CONVENTION, CHICAGO, ILLINOIS, MARCH 5-8, 1969

CHILDREN EXPOSED TO THE LANGUAGE EXPERIENCE APPROACH ARE ABLE TO CONCEPTUALIZE THAT WHAT THEY THINK ABOUT THEY CAN SAY; WHAT THEY SAY CAN BE WRITTEN OR DICTATED TO THE TEACHER; WHAT HAS BEEN WRITTEN CAN BE READ; AND THAT THEY CAN READ WHAT THEY HAVE WRITTEN, AND WHAT OTHERS HAVE WRITTEN FOR THEM TO READ. IT IS RECOMMENDED THAT A CHILD FIRST BEGIN THE READING PROGRAM IN HIS NATIVE LANGUAGE WITH THE HELP OF A BILINGUAL TEACHER OR TEACHER AIDE. WHEN READY, HE BEGINS THE READING PROGRAMS IN ENGLISH. INITIALLY, HE EXPRESSES HIS EXPERIENCE IN SOME GRAPHIC FORM SUCH AS DRAWING, PAINTING, OR CLAY WORK, AND THEN TELLS HIS EXPERIENCE TO THE TEACHER AND THE OTHER CHILDREN. HE DICTATES HIS STORY ABOUT THE PICTURE TO THE TEACHER IN HIS OWN WORDS, WITH THE TEACHER WRITING THE STORY ABOUT THE PICTURE IN HIS LANGUAGE, THE WAY HE SAYS IT. HE BEGINS TO WRITE BY TRACING OVER THE TEACHER'S WRITING AND EVENTUALLY WRITES OUT HIS OWN STORIES, WHICH ARE BOUND AND BECOME PART OF THE BASIC AND SUPPLEMENTARY READING PROGRAM. IN HIS DISCUSSION OF THIS APPROACH TO TEACHING READING IN A BILINGUAL PRESCHOOL PROGRAM, THE AUTHOR DESCRIBES THE BASIC ASSUMPTIONS, THE ADVANTAGES, AND THE FLEXIBILITY IN ORGANIZATION AND SCHEDULING. HE CONCLUDES WITH SEVERAL STORIES REPRESENTING VARIOUS LEVELS OF ENGLISH PROFICIENCY, WRITTEN BY BILINGUAL CHILDREN IN CALIFORNIA AND MASSACHUSETTS. (AMM)

ACCESSION NUMBER: ED032520

PUBLICATION DATE: SEP 69

TITLE: LANGUAGE VARIETIES ALONG THE U.S.-MEXICAN BORDER.

PERSONAL AUTHOR: ORNSTEIN, JACOB

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.45

DESCRIPTIVE NOTE: 27P.; PAPER PRESENTED TO THE SOCIOLINGUISTICS SECTION OF THE 2ND INTERNATIONAL CONGRESS OF APPLIED LINGUISTICS, CAMBRIDGE, ENGLAND, SEPTEMBER 8-12, 1969.

THE U.S. SOUTHWEST AND PARTICULARLY THE REGION ALONG THE 1000-MILE LONG U.S.-MEXICAN BOUNDARY, OFFERS A READY LABORATORY FOR THE OBSERVATION OF MANY PHASES OF MULTILINGUALISM AND MULTICULTURALISM. THE AUTHOR FEELS, HOWEVER, THAT THE RICH SOCIOLINGUISTIC MATERIAL OF THE AREA HAS SUFFERED FROM OVER-SIMPLIFICATION AND NEGLECT. VERY FEW SYNCHRONIC STUDIES ALONG MODERN LINGUISTIC LINES HAVE APPEARED. HE BELIEVES THAT THE BILINGUAL EDUCATION ACT OF 1968 AND THE SOCIOLINGUISTIC STUDY ON SOUTHWEST SPANISH, SUPPORTED BY THE UNIVERSITY OF TEXAS AT EL PASO'S RESEARCH INSTITUTE, WILL HELP CHANGE THE SITUATION. AFTER EXPLAINING BRIEFLY THE AIMS OF THE SOCIOLINGUISTIC STUDY, THE AUTHOR PRESENTS A SURVEY OF THE HISTORICAL EVOLUTION OF THE STUDY OF MULTILINGUALISM. HE ALSO SUGGESTS A SCHEMA OF THE LANGUAGE SITUATION OF THE SOUTHWEST. (DO)

ACCESSION NUMBER: ED032529

PUBLICATION DATE: 25 AUG 69

TITLE: A BRIEF STUDY OF SPANISH-ENGLISH BILINGUALISM: FINAL REPORT, RESEARCH PROJECT ORR-LIBERAL ARTS-15504.

PERSONAL AUTHOR: LANCE, DONALD M.

EDRS PRICE: EDRS PRICE MF-$0.50 HC-$5.20

DESCRIPTIVE NOTE: 102P.

THE FIVE PAPERS IN THIS REPORT PRESENT PARTIAL ANALYSES OF DATA COLLECTED FOR AN EXPLORATORY RESEARCH PROJECT. THE FIVE PAPERS ARE: (1) "DISCUSSION OF RESEARCH PROCEDURES AND GENERAL OBSERVATIONS REGARDING BILINGUALISM," DONALD M. LANCE; (2) "SOME COMMENTS ON THE ENGLISH OF EIGHT BILINGUALS," GAIL MCBRIDE SMITH; (3) "ANALYSIS OF THE ENGLISH OF FOUR SPANISH-SPEAKING FOREIGN STUDENTS," BARBARA TAYLOR WARD; (4) "DIALECTAL AND NONSTANDARD FORMS IN TEXAS SPANISH," DONALD M. LANCE; AND (5) "THE MIXING OF ENGLISH AND SPANISH," DONALD M. LANCE. DR. LANCE HAS ALSO WRITTEN A SECTION "CONCLUSIONS AND IMPLICATIONS." HE CONCLUDES THAT THE CAUSE OF THE NONSTANDARD ENGLISH USAGE OF BILINGUALS IS NOT ONLY SPANISH INTERFERENCE BUT ALSO LANGUAGE DEVELOPMENT, PARTICULARLY IN CHILDREN, AND THE USE OF DIALECT FORMS THAT ARE ALSO COMMON THROUGHOUT THE "ANGLO" AND NEGRO COMMUNITIES. EVIDENCE ALSO INDICATES THAT WHEN MEXICAN-AMERICANS MIX ENGLISH AND SPANISH TOGETHER IN THE SAME SENTENCE THE RESULT IS NOT A CREOLIZED LANGUAGE BUT INSTEAD A VERY RELAXED AND ARBITRARY SWITCHING OF CODES, BOTH OF WHICH ARE AVAILABLE FOR USE AT ANY TIME. APPENDICES GIVE A LIST OF INTERVIEWERS AND INFORMANTS, INCIDENCE OF MIXING OF ENGLISH AND SPANISH, AND A NON-PARAMETRIC STATISTICAL ANALYSIS OF THE WORD-COUNT IN APPENDIX II. (DO)

INSTITUTION NAME: TEXAS A AND M UNIV., COLLEGE STATION. COLL. OF LIBERAL ARTS.

ACCESSION NUMBER: ED032540

PUBLICATION DATE: 69

TITLE: BIBLIOGRAPHIE ANALYTIQUE DE TESTS DE LANGUE (ANALYTICAL BIBLIOGRAPHY OF LANGUAGE TESTS).

PERSONAL AUTHOR: SAVARD, JEAN-GUY

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 373P.

THE PRESENT BIBLIOGRAPHY CONTAINS OVER 400 TITLES: 150 LANGUAGE TESTS FOR THE MOTHER TONGUE, 130 TESTS FOR SECOND LANGUAGES, AND OVER 100 TITLES OF DOCUMENTS AND INFORMATION CONCERNING LANGUAGE TESTING. THE VOLUME CONSISTS OF SEVEN PARTS. IN PARTS I TO V INCLUSIVELY ARE TITLES OF TESTS LISTED AS FOLLOWS: SECOND LANGUAGE TESTS, MOTHER-TONGUE TESTS, BILINGUAL TESTS, LANGUAGE APTITUDE TESTS, AND PSYCHOLOGICAL TESTS. TO SIMPLIFY REFERENCE TO THESE TESTS, AN INDEX OF TITLES AND AN INDEX OF AUTHORS PRECEDE EACH CATEGORY WHICH IN TURN CONTAINS SUB-TITLES REFERRING TO THE LANGUAGE. THE SIXTH PART CONTAINS THE TITLES OF DOCUMENTS CONCERNING LANGUAGE TESTS AND TESTING MATERIAL. IN THE SEVENTH AND LAST PART IS A LIST OF EDITORS OR PUBLISHERS FROM WHOM THE TESTS MENTIONED IN THIS VOLUME ARE AVAILABLE. (AMM)

AVAILABILITY: UNIVERSITY OF LAVAL PRESS, QUEBEC, P.Q., CANADA

INSTITUTION NAME: INTERNATIONAL CENTRE FOR RESEARCH ON BILINGUALISM, QUEBEC (CANADA).

ACCESSION NUMBER: ED032804

PUBLICATION DATE: 64

TITLE: LANGUAGES IN CONTACT: FINDINGS AND PROBLEMS.

PERSONAL AUTHOR: WEINREICH, URIEL

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 148P.; ORIGINALLY PUBLISHED AS NUMBER 1 IN THE SERIES "PUBLICATIONS OF THE LINGUISTIC CIRCLE OF NEW YORK" (NEW YORK, 1953)

A PREFACE BY ANDRE MARTINET AND A BRIEF DISCUSSION OF THE AUTHOR'S APPROACH TO RESEARCH INTRODUCE THIS DESCRIPTIVE STUDY OF BILINGUALISM. VARIOUS ASPECTS OF INTERFERENCE--LEXICAL, GRAMMATICAL, AND PHONIC ARE EXAMINED. MAJOR EMPHASIS IS FOCUSED ON THE ROLE AND INFLUENCE OF SOCIO-CULTURAL SETTING AND PSYCHOLOGICAL FACTORS INHERENT IN BILINGUALISM. THE EFFECTS UPON THE INDIVIDUAL ARE DISCUSSED IN AN APPENDIX TO THE WORK. A COMPREHENSIVE, INDEXED BIBLIOGRAPHY OF 658 ITEMS IS INCLUDED ALONG WITH SUGGESTED METHODS AND OPPORTUNITIES FOR FURTHER RESEARCH. (CW)

AVAILABILITY: MOUTON AND CO., THE HAGUE, HOLLAND ($6.00)

ACCESSION NUMBER: ED032966

PUBLICATION DATE: MAR 68

TITLE: A RESOURCE AND REFERENCE BIBLIOGRAPHY ON TEACHING AND COUNSELING THE BILINGUAL STUDENT.

PERSONAL AUTHOR: CASKEY, OWEN L., COMP.; HODGES, JIMMY, COMP.

EDRS PRICE: EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 48P.

CITATIONS FOR 733 SELECTED REFERENCES PUBLISHED BETWEEN 1914-1967 COVER MATERIALS ON THE TEACHING AND COUNSELING OF BILINGUAL STUDENTS. THE PURPOSE OF THE BIBLIOGRAPHY IS TO PROVIDE AS EXTENSIVE AND HELPFUL REFERENCES AS POSSIBLE. LITERATURE DEALING WITH INDIAN AND MEXICAN AMERICAN CHILDREN IS INCLUDED. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (DB)

INSTITUTION NAME: TEXAS TECHNOLOGICAL COLL., LUBBOCK. SCHOOL OF EDUCATION.

ACCESSION NUMBER: ED032989

PUBLICATION DATE: 68

TITLE: ZOO-RISA FUN AT THE ZOO .

PERSONAL AUTHOR: GALARZA, ERNESTO

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 62P.

THIS SPANISH LANGUAGE PICTURE AND RHYME BOOK ABOUT ANIMALS IN THE ZOO WAS DESIGNED FOR SPANISH-SPEAKING STUDENTS IN GRADES 1 THROUGH 5. IT IS INTENDED TO MEET THE EARLY READING NEEDS OF THESE STUDENTS AND TO ESTABLISH A FOUNDATION FOR THE ACQUISITION OF READING SKILLS. IT MAY BE USED IN COMPENSATORY EDUCATION CLASSES FOR SPANISH-SPEAKING STUDENTS, AS A SUPPLEMENTARY READER IN SPANISH CLASSES, OR IN MIXED CLASSES COMPOSED OF BILINGUAL AND ENGLISH-SPEAKING STUDENTS. THE SPANISH USED IN THE BOOK FOLLOWS THE BEST MEXICAN USAGE. A SPANISH-ENGLISH DICTIONARY LISTING INDIVIDUAL WORDS AND SOME PHRASES IS INCLUDED. PHOTOGRAPHS OF THE ANIMALS ARE USED THROUGHOUT THE TEXT. (TL)

AVAILABILITY: MCNALLY & LOFTIN, PUBLISHERS, P. O. BOX 1316, SANTA BARBARA, CALIFORNIA 93102 ($1.25).

ACCESSION NUMBER: ED033185

PUBLICATION DATE: 69

TITLE: ASSIMILATION THRU CULTURAL UNDERSTANDING. ESEA TITLE III - PHASE III. PART II: NARRATIVE REPORT; APPLICATION FOR CONTINUATION GRANT. PART III: PROJECTED ACTIVITIES. ATTACHMENTS.

IDENTIFIER: BILINGUAL PROGRAM; *ELEMENTARY SECONDARY EDUCATION ACT TITLE III PROGR; HOBOKEN; NEW JERSEY TITLE VII ESEA PROGRAM

EDRS PRICE: EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 56P.

THIS APPLICATION FOR CONTINUATION GRANT SEEKS $178,827 UNDER TITLE III, E.S.E.A. TO CONTINUE THE IMPLEMENTATION OF SUCH PHASE II GOALS AS THE IDENTIFICATION, ASSESSMENT, AND FURTHER DEVELOPMENT OF THE POTENTIAL OF CULTURALLY HANDICAPPED CHILDREN, THE DEVELOPMENT OF A PRODUCTIVE COMMUNITY AND CLASSROOM RAPPORT, THE DEVELOPMENT OF AN EFFECTIVE BILINGUAL CURRICULUM, THE PREPARATION AND TRAINING OF PRESENT STAFF AND PROSPECTIVE TEACHERS TO ADEQUATELY MEET THE NEEDS OF CLASSES COMPOSED OF HIGH PERCENTAGES OF LINGUISTICALLY AND CULTURALLY HANDICAPPED CHILDREN; THE UTILIZATION OF ALL RESOURCES AVAILABLE TO THE COMMUNITY; AND THE SERVING AS A DEMONSTRATION ARENA FOR THE DEVELOPMENT OF NEW PRACTICES AND PROCEDURES IN THIS AREA. OF PARTICULAR NOTE AS AN AREA OF INNOVATION IS THE PROPOSED "WORK-STUDY" BILINGUAL JR. AND SR. HIGH SCHOOL "STUDENT-TEACHER AIDES" PROJECT. THE PROPOSAL INCLUDES COMPREHENSIVE SUMMARIES AND EVALUATION OF SUCH PHASE II ACTIVITIES AS BILINGUAL EDUCATION AT HOBOKEN, N.J., THE TEACHER ATTITUDINAL SURVEY, THE STUDENT TEACHER AIDE PROGRAM, AND THE HUMAN RESOURCE CENTER. SEE ALSO ED 024 712 AND ED 024 713 FOR EARLIER DOCUMENTS IN THIS SERIES. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL REPRODUCIBILITY OF ORIGINAL DOCUMENT . (EM)

INSTITUTION NAME: HOBOKEN BOARD OF EDUCATION, N.J.

ACCESSION NUMBER: ED033248

PUBLICATION DATE: DEC 66

TITLE: BILINGUAL READINESS IN EARLIEST SCHOOL YEARS; A CURRICULUM DEMONSTRATION PROJECT. BILINGUAL READINESS IN PRIMARY GRADES: AN EARLY CHILDHOOD DEMONSTRATION PROJECT. FINAL REPORT.

PERSONAL AUTHOR: FINOCCHIARO, MARY; KING, PAUL F.

EDRS PRICE: EDRS PRICE MF-$1.25 HC-$13.70

DESCRIPTIVE NOTE: 272P.

THESE TWO CURRICULUM DEMONSTRATION PROJECTS ON BILINGUAL READINESS IN THE EARLIEST SCHOOL YEARS CONTAIN MANY SIMILARITIES. BOTH WERE FORMED ON THE THESIS THAT YOUNG CHILDREN CAN AND WILL LEARN A SECOND LANGUAGE READILY AND THAT THE URBAN CLASSROOM MIXTURE OF SPANISH-SPEAKING, ENGLISH-SPEAKING, AND NEGRO-DIALECT SPEAKING CHILDREN CAN BE CAPITALIZED ON TO FURTHER BILINGUAL AND INTERCULTURAL DEVELOPMENT OF ALL GROUPS. THE OBJECTIVES OF THE PROJECTS WERE TO (1) FOSTER BILINGUAL DEVELOPMENT IN CHILDREN AT A PRIME READINESS AGE (4 TO 8), (2) PROMOTE POSITIVE ATTITUDES AMONG NATIVE ENGLISH SPEAKERS TOWARD THE LANGUAGE AND CULTURE OF OTHER GROUPS, AND (3) ENHANCE THE SELF-CONCEPT AND PRIDE IN HERITAGE OF CHILDREN SPEAKING SPANISH WHILE TEACHING THEM ENGLISH. IN BOTH STUDIES A BILINGUAL SPECIALIST MET WITH CLASSES OF KINDERGARTEN AND 1ST GRADE CHILDREN 15 TO 20 MINUTES PER DAY. BOTH ENGLISH AND SPANISH WERE USED DURING THESE PERIODS. MUCH OF CURRICULUM ACTIVITY INVOLVED LISTENING TO STORIES, STORY-TELLING, SINGING, DRAMATIZATION, AND GAME PLAYING; HOWEVER, FINOCCHIARO TOOK A MORE GROUP-ORIENTED APPROACH, WHEREAS KING'S MORE INDIVIDUALIZED APPROACH RELIED ON THE USE OF INSTRUMENTALIZATION FOR REPETITIVE REINFORCEMENT DURING THE LESSON AND AFTER THE LESSON AS AN AID TO THE TEACHER. THE READING READINESS PROGRAM WAS ALSO INTEGRATED INTO THE KING PROJECT. BOTH STUDIES CONCURRED IN THE CONCLUSION THAT BILINGUAL READINESS CAN BE DEVELOPED AT THIS AGE LEVEL. (BF)

INSTITUTION NAME: CITY UNIV. OF NEW YORK, N.Y. HUNTER COLL.

ACCESSION NUMBER: ED033256

PUBLICATION DATE: SEP 69

TITLE: NATIONAL CONFERENCE ON BILINGUAL EDUCATION: LANGUAGE SKILLS.

EDRS PRICE: EDRS PRICE MF-$0.50 HC-$5.50

DESCRIPTIVE NOTE: 108P.

THIS FINAL REPORT OF THE BILINGUAL EDUCATION CONFERENCE PRESENTS AN OVERVIEW OF THE STATE OF THE ART IN AMERICA AND POSITION PAPERS ON VARIOUS THEORETICAL ASPECTS OF BILINGUAL EDUCATION. THE WORK OF OVER 40 LEADING SPECIALISTS IN THE FIELD INCLUDES DISCUSSIONS OF RESEARCH, THEORIES, AND OPERATIONAL PROGRAMS. EXTENSIVE DISCUSSION OF A TYPOLOGY OF BILINGUAL EDUCATION, PROBLEMS OF RESEARCH IN A "PLURILINGUAL UNIVERSE", AND CHILDREN'S SECOND LANGUAGE LEARNING IN A NATURAL ENVIRONMENT IS INCORPORATED. OTHER SIGNIFICANT TOPICS ARE A GOVERNMENT REPORT ON THE BILINGUAL EDUCATION PROGRAM (ELEMENTARY AND SECONDARY EDUCATION ACT: TITLE VII, 1967 AMENDMENTS), A KEYNOTE ADDRESS ON THE REALITIES OF BILINGUAL EDUCATION, AND THE COMPONENTS AND OBJECTIVES OF A BILINGUAL PROGRAM. CHARTS AND AN APPENDIX WITH A CONFERENCE GUIDE, LIST OF PARTICIPANTS, AND A TYPOLOGY QUESTIONNAIRE ARE FURNISHED. (RL)

INSTITUTION NAME: EDUCATIONAL SYSTEMS CORP., WASHINGTON, D.C.

ACCESSION NUMBER: ED033748

PUBLICATION DATE: 69

TITLE: ESOL-SESD GUIDE: KINDERGARTEN.

PERSONAL AUTHOR: PETRINI, ALMA MARIA

EDRS PRICE: EDRS PRICE MF-$0.75 HC-$7.25

DESCRIPTIVE NOTE: 143P.

THIS GUIDE CONSISTS OF 135 LESSONS DESIGNED TO TEACH ENGLISH TO SPEAKERS OF OTHER LANGUAGES, OR TO TEACH STANDARD ENGLISH AS A SECOND DIALECT. EACH LESSON GUIDES THE KINDERGARTEN TEACHER THROUGH A DAY'S ACTIVITIES. EACH ACTIVITY IS IDENTIFIED WITH A HEADING, A BRIEF DESCRIPTIVE PARAGRAPH, AND AN EXAMPLE OF SUGGESTED DIALOGUE. LESSONS ALSO LIST VARIOUS MATERIALS SUCH AS PICTURES, TOYS, AND PUPPETS TO BE USED DURING THE ACTIVITIES. THE PROGRAM, PRESENTED IN A LINGUISTIC SEQUENCE, EMPHASIZES ORAL SPEECH DEVELOPMENT. CHILDREN HEAR THE LANGUAGE PATTERNS MODELED BY THE TEACHER AND THEN REPEAT WHAT HAS BEEN SAID. DIRECTIONS LIKE "GUIDE," "HELP," AND "WITH THE TEACHER'S HELP" INDICATE WHEN THE TEACHER SHOULD MODEL THE PATTERN FOR THE CHILDREN. ONCE THE CHILDREN ARE ABLE TO CONTROL A PATTERN AUTOMATICALLY THROUGH SEVERAL ORAL REPETITIONS, THEY CAN USE THE LANGUAGE IN MEANINGFUL SITUATIONS. THOUGH THE GUIDE HAS BEEN PLANNED TO COVER 1 YEAR, THE TIME REQUIRED TO COMPLETE IT MAY VARY, DEPENDING ON THE MATURATIONAL LEVEL OF THE CHILDREN AND THE AMOUNT OF TIME DEVOTED TO THE LESSONS. (JF)

INSTITUTION NAME: MICHIGAN UNIV., ANN ARBOR. CENTER FOR RESEARCH ON LANGUAGE AND LANGUAGE BEHAVIOR.

ACCESSION NUMBER: ED033791

PUBLICATION DATE: 14 NOV 69

TITLE: BILINGUAL EDUCATION COMMITMENT AND INVOLVEMENT. REPORTS.

PERSONAL AUTHOR: OLSTAD, CHARLES, ED.

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 55P.; PAPERS PRESENTED AT THE 6TH ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL FOR BILINGUAL EDUCATION (TUCSON, ARIZONA, NOVEMBER 14-15, 1969).

THIS REPORT CONSISTS OF PAPERS PRESENTED DURING THE 6TH ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL FOR BILINGUAL EDUCATION. SEVEN PAPERS ARE INCLUDED IN THE REPORT: (1) COMMUNITY INVOLVEMENT IN BILINGUAL PROGRAMS OF LAS CRUCES PUBLIC SCHOOLS; (2) BILINGUAL EDUCATION--A COMMITMENT TO COMMUNITY DEVELOPMENT; (3) THE COMMITMENT OF A STATE DEPARTMENT OF EDUCATION TO BILINGUAL EDUCATION; (4) ORGANIZATIONAL INVOLVEMENT IN EDUCATIONAL CHANGE; (5) INVOLVEMENT OF THE INDIAN COMMUNITY IN PLANNING; DEVELOPING AND INSTITUTING EDUCATIONAL PROGRAMS RELEVANT TO THEM; (6) UNIVERSITY COMMITMENT TO BILINGUAL EDUCATION; (7) AN EARLY CHILDHOOD EDUCATION MODEL--A BILINGUAL APPROACH. A BRIEF ANNOTATION OF EACH OF THE PAPERS IS PRESENTED IN THE INTRODUCTION TO THE REPORT. (TL)

AVAILABILITY: CHARLES STUBING, PUBLICATIONS MANAGER, DEPARTMENT OF MODERN LANGUAGES, NEW MEXICO STATE UNIVERSITY, LAS CRUCES, NEW MEXICO 88001 ($2.50).

INSTITUTION NAME: SOUTHWEST COUNCIL FOR BILINGUAL EDUCATION, LAS CRUCES, N. MEX.

ACCESSION NUMBER: ED033808

PUBLICATION DATE: 69

TITLE: NUEVAS VISTAS, A REPORT OF THE ANNUAL CONFERENCE OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION (2ND, SACRAMENTO, CALIFORNIA, 1968).

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.75

DESCRIPTIVE NOTE: 33P.

PAPERS PRESENTED AT THE SECOND ANNUAL NUEVAS VISTAS CONFERENCE OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION ARE CONTAINED IN THIS REPORT. THE BROAD AREAS COVERED ARE: (1) SOCIOLOGICAL VIEWS OF THE MEXICAN AMERICAN; (2) PROBLEMS OF MEXICAN AMERICAN STUDENTS; AND (3) REPORTS OF RESEARCH PROJECTS CONCERNED WITH MEXICAN AMERICAN EDUCATION. SUMMARIES OF PANEL DISCUSSIONS ON MEXICAN AMERICAN EDUCATION ARE ALSO PRESENTED. A RELATED DOCUMENT IS ED 020 844. (TL)

INSTITUTION NAME: CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO.

ACCESSION NUMBER: ED034082

PUBLICATION DATE: 69

TITLE: BILINGUAL EDUCATION. PREP-VI.

PERSONAL AUTHOR: ULIBARRI, HORACIO; AND OTHERS

IDENTIFIER: *PUTTING RESEARCH INTO EDUCATIONAL PRACTICE (PREP)

EDRS PRICE: EDRS PRICE MF-$0.50 HC-$4.25

DESCRIPTIVE NOTE: 83P.

THE FIVE DOCUMENTS IN THIS PREP KIT REPORT ON THE SIGNIFICANT R&D FINDINGS AND CURRENT PRACTICE IN BILINGUAL EDUCATION, FROM A PROJECT SUPPORTED UNDER OE'S TARGETED COMMUNICATIONS PROGRAM. "ADMINISTRATION OF BILINGUAL EDUCATION," ONE OF THE DOCUMENTS IN THE KIT, IS DIRECTED TO ADMINISTRATORS, SCHOOL BOARD MEMBERS, AND OTHERS WHO MUST MAKE POLICY DECISIONS CONCERNING SUCH A PROGRAM. IT TREATS SUCH TOPICS AS THE GOALS OF A BILINGUAL EDUCATION PROGRAM, THE ROLE OF THE ADMINISTRATOR, THE SELECTION OF THE RIGHT TEACHER FOR BILINGUAL EDUCATION, MATERIALS AVAILABLE FOR TEACHING BILINGUAL EDUCATION, TESTING, AND FEDERAL FUNDS AVAILABLE FOR THESE PROGRAMS. A SECOND DOCUMENT, DIRECTED TO THE TEACHER OF BILINGUAL CHILDREN, DISCUSSES SOME OF THE CULTURAL DIFFERENCES AND PROBLEMS ENCOUNTERED IN THE TEACHING OF THESE CHILDREN, AND PRESENT PRACTICAL RECOMMENDATIONS AND SUGGESTIONS FOR STRENGTHENING CLASSROOM APPROACHES. ANNOTATED BIBLIOGRAPHIES ACCOMPANY SECTIONS OF THIS DOCUMENT. THE REMAINING DOCUMENTS CONTAIN BRIEF DESCRIPTIONS OF 10 ONGOING EXEMPLARY BILINGUAL EDUCATION PROGRAMS, A LISTING OF OTHER PROGRAMS BY STATE, AND SOME CURRENT RESEARCH DOCUMENTS ON BILINGUAL EDUCATION FROM THE ERIC SYSTEM, WITH INFORMATION FOR ORDERING THEM FROM EDRS. (LS)

INSTITUTION NAME: NEW MEXICO UNIV., ALBUQUERQUE.

ACCESSION NUMBER: ED034199

PUBLICATION DATE: FEB 69

TITLE: THE SIESTA IS OVER.

PERSONAL AUTHOR: CASSO, HENRY J.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$1.15

DESCRIPTIVE NOTE: 21P.; PAPER DELIVERED AT THE EDUCATION CONFERENCE "IMPROVING THE PREPARATION OF EDUCATIONAL PERSONNEL TO SERVE IN SCHOOL SYSTEMS ENROLLING A SIGNIFICANT NUMBER OF MEXICAN AMERICAN STUDENTS," NEW MEXICO STATE U., FEB. 13-15, 1969

THE AUTHOR SURVEYS THE HISTORY OF ATTITUDES AND APPROACHES TOWARD EDUCATING MEXICAN-AMERICANS AND REVIEWS SOME OF THE MOST OUTSTANDING CONTRIBUTIONS IN THE FIELD. "THE INVISIBLE MINORITY" (NATIONAL EDUCATION ASSOCIATION, 1966) STATES THAT THE MOST ACUTE EDUCATIONAL PROBLEM IN THE SOUTHWEST IS THAT WHICH INVOLVES MEXICAN-AMERICAN CHILDREN. DR. NOLAN ESTES, ASSOCIATE COMMISSIONER FOR ELEMENTARY AND SECONDARY EDUCATION. SENATOR RALPH YARBOROUGH, AND COMMISSIONER HAROLD HOWE II ARE AMONG THOSE QUOTED IN THIS PAPER FOR THEIR EFFORTS TO PROMOTE BILINGUAL AND BICULTURAL EDUCATION. THE 1960 CENSUS FOR TEXAS REVEALED THE MEXICAN-AMERICANS TO HAVE THE HIGHEST DROPOUT RATE AND THE FEWEST NUMBER OF PERSONS 14 OR OVER COMPLETING SCHOOL. NEARLY ONE FOURTH OF THE MEXICAN-AMERICANS IN TEXAS 25 YEARS OLD OR OVER HAD NOT COMPLETED ONE YEAR OF EDUCATION; CLOSE TO 40 PERCENT OF THE ADULTS WERE FUNCTIONAL ILLITERATES (FOURTH GRADE COMPLETED OR LESS). MEXICAN-AMERICAN STUDENT DEMANDS IN LOS ANGELES ARE SIMILAR TO THOSE VOICED IN CHICAGO AND SAN ANTONIO. THE AUTHOR BALANCES HIS DESCRIPTION OF SOME OF THE DIFFICULTIES MET WITH BY EDUCATORS AND STUDENTS WITH MENTION OF SOME INSTANCES OF PROGRESS. A LISTING OF HEARINGS AND CONFERENCE REPORTS IS APPENDED. (AMM)

ACCESSION NUMBER: ED034202

PUBLICATION DATE: 66

TITLE: ON TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES. SERIES II.

PERSONAL AUTHOR: KREIDLER, CAROL J., ED.

EDRS PRICE: EDRS PRICE MF-$0.75 HC-$8.55

DESCRIPTIVE NOTE: 169P.; PAPERS READ AT THE TESOL CONFERENCE, SAN DIEGO, CALIFORNIA, MARCH 12-13, 1965

THE PAPERS IN THIS VOLUME, READ AT THE SECOND NATIONAL TESOL (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES) CONFERENCE, ARE GROUPED BY GENERAL SUBJECT AS FOLLOWS: (1) TESOL AS A PROFESSIONAL FIELD--C.H. PRATOR, J.M. COWAN, T.W. RUSSELL, J.E. ALATIS; (2) REPORTS ON SPECIAL PROGRAMS--H. THOMPSON, A.D. NANCE, D. PANTELL, P. ROJAS, R.F. ROBINETT, B.E. ROBINSON, E. OTT, S. HILL, M. FINOCCHIARO; (3) SOME KEY CONCEPTS AND CURRENT CONCERNS--W.F. TWADDELL, R. LADO, V.F. ALLEN, B.W. ROBINETT, C.W. KREIDLER, P. STREVENS, J.D. BOWEN, R.B. LEES, M. JOOS, A.L. BECKER, J.A. FISHMAN; AND (4) MATERIALS AND AIDS: THEIR PREPARATION AND USE--K. CROFT, F.C. JOHNSON, S. OHANNESSIAN. THE CONFERENCE PROGRAM IS APPENDED. SEE AL 002 208 FOR SERIES I AND AL 002 064 FOR SERIES III. PAPERS FROM TESOL CONFERENCES HELD AFTER 1966 HAVE APPEARED IN THE "TESOL QUARTERLY" AS SEPARATE ARTICLES, NOT IN SERIES FORM. (AMM)

INSTITUTION NAME: NATIONAL COUNCIL OF TEACHERS OF ENGLISH, CHAMPAIGN, ILL.

ACCESSION NUMBER: ED034269

PUBLICATION DATE: MAR 69

TITLE: A STUDY OF BILINGUALISM AND CREATIVITY. FINAL REPORT.

PERSONAL AUTHOR: JANSSEN, CALVIN

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.55

DESCRIPTIVE NOTE: 9P.; PAPER PRESENTED AT AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION, LAS VEGAS, NEVADA, MARCH 30-APRIL 3, 1969

THE PROBLEM OF THIS RESEARCH DESIGN WAS TO DETERMINE THE EFFECT OF THE DEGREE OF BILINGUALISM UPON CREATIVE ACTS IN 10TH GRADE HIGH SCHOOL STUDENTS WHO ARE ANGLO-ORIENTED AS COMPARED WITH BILINGUALS WHO ARE NON ANGLO-ORIENTED. A TOTAL 600 BILINGUAL STUDENTS, 300 FROM EACH OF TWO HIGH SCHOOLS IN LAREDO SCHOOL DISTRICT (SPANISH USAGE REINFORCED) AND CORPUS CHRISTI (SPANISH USAGE DISCOURAGED) WERE ADMINISTERED THE TORRANCE CREATIVITY TESTS (TCT) AND THE HOFFMAN BILINGUAL SCALE (HBS). THE 87 STUDENTS FROM LAREDO WHO SCORED THE HIGHEST ON THE HBS AND THE 87 WHO SCORED THE LOWEST ON THE HBS FROM CORPUS CHRISTI WERE ANALYZED. RESULTS INDICATE: (1) BILINGUAL STUDENTS FROM ANGLO ORIENTED HOMES WERE NO MORE ORIGINAL, ON A FIGURAL ORIGINALITY TEST, THAN THOSE FROM NON ANGLO ORIENTED HOMES, (2) THOSE FROM ANGLO ORIENTED HOMES WERE MORE ELABORATE ON A FIGURE ELABORATION TEST THAN THOSE FROM NON ANGLO ORIENTED HOMES, (3) THERE WAS NO SIGNIFICANT RELATIONSHIP BETWEEN LAREDO STUDENTS (NON-ANGLO-ORIENTED) INTELLIGENCE SCORE AND PERFORMANCE ON THE CREATIVITY TEST. IN GENERAL, THE ANGLO ORIENTED BILINGUAL STUDENT REFLECTS A GREATER ABILITY TO CARRY OUT OR EMBELLISH CREATIVE IDEAS THAN THE NON ANGLO ORIENTED STUDENT. (AUTHOR/KJ)

INSTITUTION NAME: AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION, WASHINGTON, D.C.; TEXAS WOMENS UNIV., DENTON.

ACCESSION NUMBER: ED034568

PUBLICATION DATE: AUG 68

TITLE: A BILINGUAL ORAL LANGUAGE AND CONCEPTUAL DEVELOPMENT PROGRAM FOR SPANISH-SPEAKING PRE-SCHOOL CHILDREN.

PERSONAL AUTHOR: MIRANDA, CONSUELO: AND OTHERS

EDRS PRICE: EDRS PRICE MF-$1.50 HC-$17.90

DESCRIPTIVE NOTE: 356P.

THIS PAPERBOUND EDITION CONSISTS OF A SERIES OF LESSONS TO BE USED IN AN ENGLISH LANGUAGE AND CONCEPTUAL DEVELOPMENT PROGRAM FOR 4 TO 5-YEAR-OLD SPANISH-SPEAKING CHILDREN. THE OVERALL GOAL OF THE LESSONS, DESIGNED FOR USE WITH MIGRANT CHILDREN, IS TO PROVIDE THE CHILD WITH THE LANGUAGE AND CONCEPTUAL SKILLS HE NEEDS TO BENEFIT FROM A STANDARD SCHOOL SETTING. LESSONS ARE BUILT AROUND STRUCTURED ORAL LANGUAGE CIRCLES AND TAKE ABOUT 15 MINUTES EACH. THERE ARE 59 ENGLISH CIRCLES AND 61 SPANISH CIRCLES TO BE USED IN SEQUENCE AT A RATE OF THREE PER DAY FOR 8 WEEKS. THE SPANISH LESSONS PREPARE THE CHILD IN HIS FIRST LANGUAGE FOR THE CONTENT OF ENGLISH, WHILE AT THE SAME TIME HELPING HIM TO ACQUIRE STANDARD ALTERNATES FOR CERTAIN NONSTANDARD FEATURES OF HIS OWN DIALECT. THE VOLUME IS DIVIDED INTO FOUR PARTS. PART ONE INCLUDES A DESCRIPTION OF THE PROGRAM, ANSWERS TO COMMON QUESTIONS, AND A GENERAL LISTING OF A PRESCHOOL CLASSROOM'S PERMANENT EQUIPMENT. PART TWO CONSISTS OF THE LESSONS. PART THREE CONTAINS AN ART MATERIALS SUPPLEMENT PROVIDING PATTERNS FOR ANY ART WORK OR DEMONSTRATION OBJECTS NOT EASILY OBTAINABLE WITHIN THE SCHOOL. PART FOUR IS AN ORAL LANGUAGE TEST OF PRODUCTIVE ENGLISH WHICH CAN BE USED TO GAUGE A CHILD'S PROGRESS. (JF)

AVAILABILITY: FOREIGN LANGUAGE CONSULTANT, CURRICULUM DIVISION, MICHIGAN DEPT. OF EDUCATION, LANSING, MICHIGAN

INSTITUTION NAME: MICHIGAN STATE DEPT. OF EDUCATION, LANSING.

ACCESSION NUMBER: ED034622

PUBLICATION DATE: 69

TITLE: BILINGUAL FAMILY SCHOOL PROJECT (ADAIR COUNTY, OKLAHOMA).

IDENTIFIER: CHEROKEES

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.50

DESCRIPTIVE NOTE: 8P.

A SURVEY OF EDUCATIONAL NEEDS BY THE SOUTH CENTRAL REGION EDUCATIONAL LABORATORY ASSIGNED HIGH PRIORITY TO PROVISION OF BILINGUAL PRESCHOOL EXPERIENCES FOR CHEROKEE INDIAN CHILDREN AND TO HOME-SCHOOL-COMMUNITY INVOLVEMENT OF THEIR PARENTS. ESTABLISHED IN MARCH 1968, THE BILINGUAL FAMILY SCHOOL IN ADAIR COUNTY, OKLAHOMA, DEVELOPED CRITERION OBJECTIVES FOR LANGUAGE ARTS, MUSIC, ART, SOCIAL STUDIES, SCIENCE, HEALTH, MATH, AND SELF-CONCEPT. THE INSTRUCTIONAL PROGRAM, CONSISTING OF FOUR AND ONE-HALF HOURS OF THE SCHOOL DAY, EMPHASIZED LANGUAGE DEVELOPMENT AND INDIVIDUAL EXPLORATION OF EDUCATIONAL MATERIALS. PARENT ACTIVITIES INCLUDED DAILY EXPOSURE TO THE CHILDRENS' PROGRAM IN ADDITION TO STUDYING THE CHEROKEE LANGUAGE, DEVELOPING TEACHING AIDS, LEARNING HANDCRAFTS, AND RECEIVING INFORMATION ON SANITATION AND NUTRITION. (JH)

INSTITUTION NAME: SOUTH CENTRAL REGIONAL EDUCATION LAB. CORP., LITTLE ROCK, ARK.

ACCESSION NUMBER: ED034712

PUBLICATION DATE: 69

TITLE: THE EPDA INSTITUTE IN BILINGUAL EDUCATION FOR TEACHERS OF SPANISH TO THE SPANISH SPEAKING (UNIV. OF ARIZONA, JUNE 16-AUGUST 8, 1969). FINAL REPORT OF THE DIRECTOR.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$2.75

DESCRIPTIVE NOTE: 53P.

AN 8-WEEK SUMMER INSTITUTE (THREE WEEKS BACKGROUND AND PREPARATION, TWO WEEKS PRACTICE, THREE WEEKS SUMMARY AND TRANSLATION) WAS CONDUCTED TO IMPROVE AND REORIENT THE ABILITIES OF SELECTED HIGH SCHOOL TEACHERS BY GIVING ADVANCED ACADEMIC TRAINING IN THE AREAS OF MEXICAN LANGUAGE, LITERATURE, AND CULTURE; AND BY RELATING THESE AREAS OF EXPERIENCE TO THE TEACHING OF SPANISH TO SPANISH SPEAKERS IN THE AMERICAN SOUTHWEST. FOUR PARTICIPANTS WERE ANGLOS; 24 WERE NATIVE SPEAKERS OF SPANISH IN THE SOUTHWEST. A CORE OF CONTINUING CLASSES INCLUDED STUDY OF THE LITERARY AND CULTURAL HERITAGE OF MODERN MEXICO, TEACHING METHODOLOGY, AND CULTURE CONFLICT. FLEXIBLE SCHEDULING ALLOWED FOR A NUMBER OF GUEST LECTURES, FIELD WORK WITH JUNIOR AND SENIOR HIGH SCHOOL STUDENTS (DEMONSTRATION CLASSES, TUTORING, ETC.), AN UNSCHEDULED FIELD TRIP TO HUASABAS, SONORA (IN ISOLATED RURAL MEXICO), EXTRACURRICULAR NEWSPAPER AND THEATRICAL GROUPS, AND FILMS. PARTICIPANTS GAINED (1) NEW KNOWLEDGE OF BOOKS AND OTHER MATERIALS SUITABLE FOR THE CLASSROOM; (2) NEW KNOWLEDGE OF PROGRAMS IN OTHER DISTRICTS, SOME WITH FEDERAL FUNDING, DESIGNED FOR MEXICAN-AMERICANS; (3) NEW AWARENESS OF MEXICAN-AMERICAN PUBLICATIONS, ORGANIZATIONS, AND ACTIVITIES ACROSS THE SOUTHWEST; (4) A CLEARER IDEA OF THE NATURE OF LARGE-SCALE PUBLIC DISSENT AND ITS REPERCUSSIONS, PLANNED AND OTHERWISE, PERSONAL AND ORGANIZATIONAL; AND (5) FOR THE ANGLOS, A SHARP AWAKENING TO WHAT IT FEELS LIKE TO BE A MINORITY. (JS)

INSTITUTION NAME: ARIZONA UNIV., TUCSON.

ACCESSION NUMBER: ED034804

PUBLICATION DATE: AUG 69

TITLE: "ASSIMILATION THRU CULTURAL UNDERSTANDING", HOBOKEN, NEW JERSEY. A REPORT.

PERSONAL AUTHOR: BONDARIN, ARLEY

IDENTIFIER: *ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III PROGRAMS; HOBOKEN; NEW JERSEY

EDRS PRICE: EDRS PRICE MF-$0.50 HC-$3.30

DESCRIPTIVE NOTE: 64P.

THIS ELEMENTARY AND SECONDARY EDUCATION ACT TITLE III PROJECT AIMED AT ASSIMILATING FOREIGN BORN AND PUERTO-RICAN CHILDREN IN THE HOBOKEN, NEW JERSEY PUBLIC SCHOOL SYSTEM. EIGHT PROGRAMS ARE DESCRIBED: TWO-WEEK STAFF VISITS TO PUERTO-RICAN SCHOOLS, TEACHER EXCHANGES BETWEEN HOBOKEN AND PUERTO RICAN SCHOOL SYSTEMS, INSERVICE COURSE FOR TEACHING STUDENTS WITH ENGLISH HANDICAPS, DEVELOPMENT OF SUITABLE INSTRUCTIONAL MATERIALS, HUMAN RESOURCE CENTER, DAILY ORIENTATION PROGRAMS, EXPERIMENTAL BILINGUAL CLASSES, AND A BILINGUAL STUDENT AIDE PROGRAM. (KG)

INSTITUTION NAME: CENTER FOR URBAN EDUCATION, NEW YORK, N.Y. PROGRAM REFERENCE SERVICE.

ACCESSION NUMBER: ED035479

PUBLICATION DATE: 67

TITLE: THE READING PROBLEM OF THE BILINGUAL CHILD AND A SOLUTION. BOOK ENGLISH IS A THIRD LANGUAGE TO BILINGUAL STUDENTS.

PERSONAL AUTHOR: BLOSSOM, GRACE A.

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 22P.

THE PROBLEM ENCOUNTERED BY BILINGUAL STUDENTS UPON ENTERING SCHOOL IS THAT THEY ARE CONFRONTED WITH 2 VOCABULARIES: THE GROUP OF WORDS USED FOR SPEAKING AND THE GROUP OF WORDS USED FOR READING. THIS SITUATION PLACES THEM IN A FRUSTRATING PREDICAMENT BECAUSE THEY ARE ACQUAINTED WITH ONLY A LIMITED AMOUNT OF ENGLISH. AS STUDENTS PROGRESS GRADEWISE, CONTENT MATERIALS BECOME MORE DIFFICULT, SENTENCES GET MORE INVOLVED, VOCABULARY BECOMES PROGRESSIVELY HARDER, AND FEWER PICTURES ARE INCLUDED. BY RECOGNIZING THAT A SHIFT IN VOCABULARY EMPHASIS TAKES PLACE BETWEEN THE PRIMARY AND ELEMENTARY LEVELS, A PART OF THE PROBLEM IS ISOLATED. READING DEVELOPMENT REQUIRES AN AWARENESS THAT, TO BILINGUALS, POSES A PROBLEM COMPARABLE TO A THIRD-LANGUAGE SITUATION. MORE DIFFICULT VOCABULARY, IDIOMATIC ENGLISH, AND LONG INVOLVED SENTENCES BEGIN TO APPEAR AT ABOUT THE THIRD-GRADE LEVEL. THUS, A TEACHER MUST PREPARE THE STUDENTS. FOR VOCABULARY DEVELOPMENT, THE CHILD'S SPEAKING VOCABULARY OF 200 TO 300 WORDS CAN BE UTILIZED TO DEFINE NEW WORDS. IDIOMATIC ENGLISH MUST BE RECOGNIZED BY THE TEACHER AND PRESENTED TO THE STUDENTS. LONG AND INVOLVED SENTENCES CAN BE REDUCED TO SIMPLE SPOKEN ENGLISH AFTER THE VOCABULARY IS UNDERSTOOD. (CM)

AVAILABILITY: GRACE A. BLOSSOM, 231 SOUTH STAPLEY DRIVE, MESA, ARIZONA 85201 ($1.00)

ACCESSION NUMBER: ED035526

PUBLICATION DATE: 69

TITLE: ERMAS: EXPERIMENT IN READING FOR MEXICAN AMERICAN STUDENTS.

PERSONAL AUTHOR: HILLERICH, ROBERT L.; THORN, FLORENCE H.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.75

DESCRIPTIVE NOTE: 13P.

THE FIRST YEAR OF AN ESEA/TITLE III EXPERIMENTAL PROGRAM TO TEACH BEGINNING READING IN SPANISH TO 300 MEXICAN-AMERICAN FIRST GRADERS IN CORPUS CHRISTI, TEXAS, WAS DESCRIBED. WHILE LEARNING TO READ IN SPANISH, THE CHILDREN SIMULTANEOUSLY LEARNED ENGLISH THROUGH AURAL-ORAL APPROACH, WITH THE GOAL OF READING IN BOTH LANGUAGES BY THE END OF GRADE 2. A CONTROL GROUP OF 300 CHILDREN RECEIVED ALL INSTRUCTION IN ENGLISH. THEY USED THE MCKEE READING FOR MEANING SERIES BEGINNING WITH GETTING READY TO READ WHICH TEACHES READING THROUGH ORAL CONTEXT COMBINED WITH LETTER-SOUND ASSOCIATIONS FOR INITIAL CONSONANTS. THE EXPERIMENTAL GROUP RECEIVED INSTRUCTION IN SPANISH AND ENGLISH AND USED PREPARANDOSE PARA LEER, AN EXPERIMENTAL SPANISH PROGRAM TAKING THE SAME APPROACH AS GETTING READY TO READ, BUT USING THE 14 SPANISH CONSONANTS. THIS GROUP BEGAN TRANSITION TO READING IN ENGLISH AFTER THEY COMPLETED THE PREREADING SKILLS IN SPANISH AND WERE ACTUALLY READING SPANISH STORIES. THEN THEY READ STORIES IN BOTH ENGLISH AND SPANISH. THE PROGRAM WILL CONTINUE THROUGH GRADE 2, WHEN TESTING WILI BE DONE. SOME PRELIMINARY OBSERVATIONS OF THE PROGRAM'S VALUE AND REFERENCES ARE GIVEN. (CM)

INSTITUTION NAME: GLENVIEW PUBLIC SCHOOLS, ILL.

ACCESSION NUMBER: ED035690

PUBLICATION DATE: 31 OCT 69

TITLE: ANNUAL REPORT OF ROUGH ROCK DEMONSTRATION SCHOOL FOR 1968-69; JULY 1, 1968 THROUGH JUNE 30, 1969.

PERSONAL AUTHOR: PLATERO, DILLON

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE I; NAVAHO CURRICULUM CENTER; PROJECT ROUGH ROCK DEVELOPMENT; *ROUGH ROCK DEMONSTRATION SCHOOL

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$2.25

DESCRIPTIVE NOTE: 43P.

THIS NARRATIVE REPORT INTRODUCES THE ROUGH ROCK DEMONSTRATION SCHOOL'S BACKGROUND, ORGANIZATION, AND SETTING, WHICH IS CHARACTERIZED AS A SCENE FOR DOING WHAT IS NEEDED IN INDIAN EDUCATION. EDUCATIONAL SERVICES DISCUSSED ARE PRESCHOOL SERVICES (WHICH INCLUDE A HEAD START CLASS AND A KINDERGARTEN CLASS), PHASE ONE SERVICES (FOR THE PRIMARY GRADES), AND PHASE TWO SERVICES (FOR OLDER STUDENTS). DORMITORY SERVICES ARE DISCUSSED IN TERMS OF STAFF, STUDENTS, ACTIVITIES, AND PROBLEMS OF BEHAVIOR AND HEALTH. THE NAVAHO CURRICULUM CENTER'S ACTIVITIES, FINANCED PRIMARILY BY E.S.E.A. TITLE I FUNDS, ARE DISCUSSED IN TERMS OF A TRANSITION PERIOD AT THE BEGINNING OF THE 1968-69 FISCAL YEAR, AND OF ITS CONTINUING WORK, WHICH EMPHASIZED THE WRITING OF NAVAHO LANGUAGE BOOKS AND THE USE OF CLASSROOM AIDES. THE ROUGH ROCK DEVELOPMENT PROJECT IS DISCUSSED IN TERMS OF ITS DEVELOPMENT OUT OF THE COMMUNITY SERVICES DIVISION OF THE DEMONSTRATION SCHOOL. SCHOOL BOARD DECISIONS FROM JULY, 1968 TO JUNE, 1969 ARE LISTED AND BRIEFLY DISCUSSED. PHOTOGRAPHIC ILLUSTRATIONS HAVE BEEN DELETED DUE TO THEIR MARGINAL REPRODUCIBILITY. (JM)

INSTITUTION NAME: ROUGH ROCK DEMONSTRATION SCHOOL, CHINLE, ARIZ.

ACCESSION NUMBER: ED035877

PUBLICATION DATE: JAN 70

TITLE: A HANDBOOK OF BILINGUAL EDUCATION.

PERSONAL AUTHOR: SAVILLE, MURIEL R.; TROIKE, RUDOLPH C.

EDRS PRICE: EDRS PRICE MF-$0.50 HC-$3.55

DESCRIPTIVE NOTE: 69P.

THE INTRODUCTION TO THIS HANDBOOK FOR TEACHERS AND ADMINISTRATORS IN BILINGUAL EDUCATION PROGRAMS STATES: "HALF OF THE CHILDREN IN THE WORLD ARE BILINGUAL, AND APPROXIMATELY ONE FOURTH OF THE PEOPLE IN THE UNITED STATES CAN COMMUNICATE IN MORE THAN ONE LANGUAGE. ABOUT TEN PERCENT OF OUR POPULATION SPEAKS A LANGUAGE OTHER THAN ENGLISH NATIVELY. FOR THOUSANDS OF THE CHILDREN WHO ENTER SCHOOL EACH YEAR, ENGLISH IS A FOREIGN LANGUAGE." IN THE FIRST CHAPTER, THE AUTHORS PRESENT A HISTORICAL VIEW OF BILINGUALISM AND DISCUSS SOME OF THE CONTROVERSIAL POINTS RAISED BY EDUCATORS. (A GLOSSARY OF LINGUISTIC TERMS USED IS PROVIDED.) IN CHAPTER II, THE LINGUISTIC, PSYCHOLOGICAL, SOCIAL, AND CULTURAL FACTORS INVOLVED IN BILINGUAL EDUCATION ARE CONSIDERED. CHAPTER III OUTLINES SUGGESTIONS FOR SETTING UP BILINGUAL PROGRAMS, THE NEED FOR WHICH MUST FIRST BE RECOGNIZED BY THE LOCAL SCHOOL BOARD AND SUPERINTENDENT. IN CHAPTER IV, A BRIEF DESCRIPTION OF ENGLISH PHONOLOGY AND POINTS OF ENGLISH GRAMMAR AS THEY CONTRAST WITH SPANISH AND NAVAHO ILLUSTRATE SOME COMMON TEACHING PROBLEMS. CHAPTER V DISCUSSES CURRICULUM AND LANGUAGE TEACHING AND OFFERS SOME PRACTICAL TEACHING SUGGESTIONS BASED ON TRADITIONAL AXIOMS ADAPTED TO BILINGUAL EDUCATION. THE FINAL CHAPTER, STRESSING THE IMPORTANCE OF EVALUATION, DISCUSSES LANGUAGE AND INTELLIGENCE TESTS AND HOME CONDITION QUESTIONNAIRES. (AMM)

INSTITUTION NAME: CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C. ERIC CLEARINGHOUSE FOR LINGUISTICS.

ACCESSION NUMBER: ED036207

PUBLICATION DATE: JAN 68

TITLE: PROJECT PASO: A PARALLEL BI-LINGUAL CURRICULUM. AN APPLICATION FOR AN OPERATIONAL GRANT UNDER THE PROVISIONS OF TITLE III, P.L. 89-10.

PERSONAL AUTHOR: VEKANDER, BERTIE M.; AND OTHERS

IDENTIFIER: GILROY (CALIFORNIA) UNIFIED SCHOOL DISTRICT

EDRS PRICE: EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 84P.

THIS TITLE 3 PROPOSAL OUTLINES A PROGRAM OF PARALLEL BILINGUAL INSTRUCTION FOR NON-ENGLISH SPEAKING MEXICAN STUDENTS AND SPANISH-SPEAKING ANGLO STUDENTS IN GRADES 9-12, DESIGNED TO ASSIMILATE SPANISH-SPEAKING STUDENTS WITHIN TWO YEARS AND TO IMPROVE THE SPANISH SKILLS OF ANGLO STUDENTS. A DESCRIPTIVE SECTION INCLUDES INFORMATION ON THE COMMUNITY, STATEMENT OF NEED, OBJECTIVES, PROCEDURES, EMPHASIS, PLANNING, NON-PUBLIC SCHOOL PARTICIPATION, EVALUATION, DISSEMINATION, PERSONNEL QUALIFICATION, FACILITIES, EQUIPMENT, AND MATERIALS. OTHER SECTIONS INCLUDE STATISTICAL DATA, FINANCIAL INFORMATION, AND ASSURANCES. AN APPENDIX CONTAINS SAMPLE MATERIALS, SURVEY RESULTS, AND ADDITIONAL EXPLANATORY MATERIAL. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (AF)

ACCESSION NUMBER: ED036217

PUBLICATION DATE: 66

TITLE: LANGUAGE LOYALTY IN THE UNITED STATES: THE MAINTENANCE AND PERPETUATION OF NON-ENGLISH MOTHER TONGUES BY AMERICAN ETHNIC AND RELIGIOUS GROUPS.

PERSONAL AUTHOR: FISHMAN, JOSHUA A.; AND OTHERS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 478P.

THIS IS A STUDY OF CULTURAL-LINGUISTIC SELF-MAINTENANCE EFFORTS, RATIONALES, AND ACCOMPLISHMENTS OF NON-ENGLISH SPEAKING IMMIGRANTS IN AMERICA. TREND ANALYSES, CONTRAST OF SEPARATE CULTURAL AND LINGUISTIC GROUPS, INTERNAL COMPARISONS, AND THE EXAMINATION OF LANGUAGE MAINTENANCE AND LANGUAGE SHIFT PHENOMENA CONTRIBUTE IN THE MAJOR EFFORT TO REVEAL THE CURRENT EXTENT AND STATUS OF CULTURE AND LANGUAGE MAINTENANCE AMONG THE ETHNIC AND RELIGIOUS GROUPS STUDIED. A MAJOR PORTION CONCENTRATES ON RESOURCES AND INSTITUTIONS FOR FORMAL LANGUAGE MAINTENANCE INCLUDING SIZE, GENERATIONAL STRUCTURE, SOCIO-DEMOGRAPHIC CHARACTERISTICS, RADIO BROADCASTS, AND SCHOOLS AND PARISHES. OTHER CHAPTERS DEAL WITH INTERACTING LANGUAGE MAINTENANCE CONTEXTS AND PROCESSES, ESPECIALLY THE ETHNIC FAMILY, COMMUNITY, AND ORGANIZATION. FOUR INTEGRATIVE ESSAYS ON SPANISH, FRENCH, GERMAN, AND UKRAINIAN FACILITATE A RECONSIDERATION OF EMPIRICAL RELATIONSHIPS AND THEORETICAL PROPOSITIONS PREVIOUSLY ADVANCED. APPENDIXES DISCUSSING METHODOLOGY, LANGUAGE MAINTENANCE AND LANGUAGE SHIFT AS A FIELD OF INQUIRY, CHARTS, TABLES, AND A NAME AND SUBJECT INDEX ARE PROVIDED. (RL)

AVAILABILITY: MOUTON & CO., THE HAGUE, THE NETHERLANDS ($20.50)

ACCESSION NUMBER: ED036382

PUBLICATION DATE: FEB 70

TITLE: THE RELATIVE EFFECTS OF EARLY SPANISH LANGUAGE INSTRUCTION ON SPANISH AND ENGLISH LINGUISTIC DEVELOPMENT. AN EVALUATION REPORT ON THE PECOS LANGUAGE ARTS PROGRAM FOR THE WESTERN STATES SMALL SCHOOLS PROJECT.

PERSONAL AUTHOR: VALENCIA, ATILANO A.

EDRS PRICE: EDRS PRICE MF-$0.50 HC-$4.10

DESCRIPTIVE NOTE: 80P.

RELATIVE EFFECTS OF EARLY SPANISH LANGUAGE INSTRUCTION ON ENGLISH AND SPANISH LANGUAGE DEVELOPMENT OF SCHOOL CHILDREN WITH HISPANIC OR MEXICAN AMERICAN BACKGROUNDS WERE EXAMINED. THE STUDY ENDEAVORED TO ANSWER QUESTIONS RELATIVE TO SPANISH LANGUAGE LEARNING IN THE ELEMENTARY GRADES AND TO INSPIRE EDUCATORS IN GEOGRAPHICAL AREAS WITH A SPANISH-SPEAKING POPULATION TO CONSIDER THE DEVELOPMENT AND IMPLEMENTATION OF A BILINGUAL/BICULTURAL PROGRAM RELEVANT TO LOCAL POPULATION NEEDS. DATA WERE OBTAINED ON ATTITUDES TOWARD SPANISH USAGE, INSTRUCTION, AND LANGUAGE DEVELOPMENT FROM AN EXPERIMENTAL AND A CONTROL GROUP COMPOSED OF ELEMENTARY STUDENTS FROM 2 SCHOOLS. IN ADDITION, QUESTIONNAIRES WERE USED TO DETERMINE ATTITUDES OF SCHOOL PERSONNEL INVOLVED AND OF PARENTS OF CHILDREN IN THE STUDY. FINDINGS REVEALED THAT (1) STUDENTS IMPROVED IN SPANISH VOCABULARY, SPELLING, AND READING COMPREHENSION AS A RESULT OF EARLY SPANISH LANGUAGE INSTRUCTION; (2) SPANISH LANGUAGE PROGRAMS HAD NO NOTABLE EFFECT ON ENGLISH LANGUAGE DEVELOPMENT IN THE SCHOOL CURRICULUM; AND (3) PARENTS INDICATED AN INTEREST IN BECOMING INVOLVED IN THE PROGRAMS. THE DOCUMENT IS APPENDED WITH MATERIALS RELATIVE TO THE STUDY. (AN)

INSTITUTION NAME: SOUTHWESTERN COOPERATIVE EDUCATIONAL LAB., ALBUQUERQUE, N. MEX.

ACCESSION NUMBER: ED036524

PUBLICATION DATE: OCT 69

TITLE: THE FOURTH COMMUNICATION SKILL: WRITING.

PERSONAL AUTHOR: SIZEMORE, MAMIE, ED.; BLOSSOM, GRACE, ED.

EDRS PRICE: EDRS PRICE MF-$0.25 HC-$0.40

DESCRIPTIVE NOTE: 6P.

THE TEACHER OF BILINGUAL STUDENTS CAN AVOID MANY PITFALLS BY EVALUATING THE STUDENT'S ABILITY TO UNDERSTAND, SPEAK, AND READ, AS WELL AS HIS ABILITY TO WRITE, AND BY GIVING WRITTEN ASSIGNMENTS THAT ARE REALISTIC IN TERMS OF ULTIMATE WRITING OBJECTIVES. THE BASIC GOAL OF LEARNING ENGLISH--FOR SELF-EXPRESSION--CAN BE ACHIEVED ONLY BY PROCEEDING THROUGH A SERIES OF STEPS. THEREFORE, TEACHERS OF BILINGUAL STUDENTS MUST PLAN A PROGRAM THAT DEVELOPS WRITING HABITS THROUGH SEQUENTIAL EXERCISES BASED ON MATERIAL WHICH IS FAMILIAR TO THE STUDENT AND WHICH EMPHASIZES THE MAIN STRUCTURES OF THE ENGLISH LANGUAGE. SUCH A PLAN WOULD GUIDE STUDENTS THROUGH MANY EXERCISES FROM COPYING AND TAKING DICTATION THROUGH WRITING ANSWERS TO ORAL QUESTIONS AND CONSTRUCTING SENTENCES FROM CUE WORDS TO WRITING RESUMES AND LETTERS, AND, FINALLY, CONSTRUCTING COMPOSITIONS THAT ARE SEVERAL PARAGRAPHS LONG. ALL WRITING SHOULD BE CORRECTED BY THE STUDENT UNDER THE TEACHER'S DIRECTION, AND ORAL DISCUSSION SHOULD BE PRELIMINARY TO ANY WRITING ASSIGNMENT. (JM)

JOURNAL CITATION: ARIZONA ENGLISH BULLETIN; V12 N1 P30-5 OCT 1969

INSTITUTION NAME: ARIZONA ENGLISH TEACHERS ASSOCIATION, TEMPE.

ACCESSION NUMBER: ED036577

PUBLICATION DATE: OCT 67

TITLE: TEST PREDICTION OF SCHOOL SUCCESS OF BILINGUAL HISPANOAMERICAN CHILDREN.

PERSONAL AUTHOR: PHILIPPUS, M. J.

IDENTIFIER: RAVEN COLORED PROGRESSIVE MATRICES

EDRS PRICE: EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 13P.

THIRTY BILINGUAL HISPANOAMERICAN STUDENTS BETWEEN THE AGES OF EIGHT AND THIRTEEN WERE GIVEN VERBAL AND NON-VERBAL INTELLIGENCE TESTS WHICH WERE THEN CORRELATED WITH OVERALL SCHOOL GRADE POINT AVERAGE. NON-VERBAL TESTS RESULTED IN HIGHER CORRELATIONS; THE RAVEN COLORED PROGRESSIVE MATRICES APPEARED TO BE THE BEST PREDICTOR OF SCHOOL SUCCESSES OF THESE CHILDREN. FOLLOWING THESE RESULTS IT WAS HYPOTHESIZED THAT PERCEPTUAL-MOTOR SKILLS WERE USED BY THESE CHILDREN IN SOME WAY TO ACCOMPLISH VERBAL ACTIVITIES. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (JM)

INSTITUTION NAME: DENVER DEPT. OF HEALTH AND HOSPITALS, COLO.

Part II: Citations from
Current Index to Journals in Education

ACCESSION NUMBER: EJ002821

PUBLICATION DATE: 69 MAR

TITLE: BILINGUALISM AND BILINGUAL EDUCATION: A GUEST EDITORIAL

PERSONAL AUTHOR: WALSH, DONALD D.

DESCRIPTIVE NOTE: ADAPTED FROM A COMMENCEMENT ADDRESS GIVEN AT THE MIDDLEBURY COLLEGE SUMMER LANGUAGE SCHOOLS, MIDDLEBURY, VERMONT, AUGUST 13, 1968.

JOURNAL CITATION: FOREIGN LANG ANN; 2; 3; 298-303

ACCESSION NUMBER: EJ002824

PUBLICATION DATE: 69 MAR

TITLE: SPANISH SPEAKERS OF THE MIDWEST: THEY ARE AMERICANS TOO

PERSONAL AUTHOR: SORIANO, JESSE M.;MCCLAFFERTY, JAMES

IDENTIFIER: FLICS;FOREIGN LANGUAGE INNOVATIVE CURRICULA STUDIES

JOURNAL CITATION: FOREIGN LANG ANN; 2; 3; 316-324

ACCESSION NUMBER: EJ002839

PUBLICATION DATE: 69 MAR

TITLE: THE MEASUREMENT AND DESCRIPTION OF WIDESPREAD AND RELATIVELY STABLE BILINGUALISM

PERSONAL AUTHOR: FISHMAN, JOSHUA A.

IDENTIFIER: JERSEY CITY

JOURNAL CITATION: MOD LANG J; 53; 3; 152-156

ACCESSION NUMBER: EJ002841

PUBLICATION DATE: 69 MAR

TITLE: WORD FREQUENCY ESTIMATION AS A MEASURE OF DEGREE OF BILINGUALISM

PERSONAL AUTHOR: COOPER, ROBERT L.;GREENFIELD, LAWRENCE

JOURNAL CITATION: MOD LANG J; 53; 3; 163-166

ACCESSION NUMBER: EJ002842

PUBLICATION DATE: 69 MAR

TITLE: LANGUAGE USE IN A BILINGUAL COMMUNITY

PERSONAL AUTHOR: COOPER, ROBERT L.;GREENFIELD, LAWRENCE

JOURNAL CITATION: MOD LANG J; 53; 3; 166-172

ACCESSION NUMBER: EJ002844

PUBLICATION DATE: 69 MAR

TITLE: THE CONTEXTUALIZATION OF SCHOOLCHILDREN'S BILINGUALISM

PERSONAL AUTHOR: EDELMAN, MARTIN

JOURNAL CITATION: MOD LANG J; 53; 3; 179-182

ACCESSION NUMBER: EJ002845

PUBLICATION DATE: 69 MAR

TITLE: SEMANTIC INDEPENDENCE AND DEGREE OF BILINGUALISM IN TWO COMMUNITIES

PERSONAL AUTHOR: BERNEY, TOMI D.;COOPER, ROBERT L.

IDENTIFIER: JERSEY CITY

JOURNAL CITATION: MOD LANG J; 53; 3; 182-185

ACCESSION NUMBER: EJ003826

PUBLICATION DATE: 69 APR

TITLE: BILINGUAL NEED AFFILIATION AND FUTURE ORIENTATION IN EXTRAGROUP AND INTRAGROUP DOMAINS

PERSONAL AUTHOR: FINDLING, JOAV

IDENTIFIER: NEW YORK CITY

JOURNAL CITATION: MOD LANG J; 53; 4; 227-231

ACCESSION NUMBER: EJ003827

PUBLICATION DATE: 69 APR

TITLE: WORD NAMING AND USAGE SCORES FOR A SAMPLE OF YIDDISH-ENGLISH BILINGUALS.

PERSONAL AUTHOR: RONCH, JUDAH;AND OTHERS

JOURNAL CITATION: MOD LANG J; 53; 4; 232-235

ACCESSION NUMBER: EJ003828

PUBLICATION DATE: 69 APR

TITLE: LISTENING COMPREHENSION IN A BILINGUAL COMMUNITY.

PERSONAL AUTHOR: COOPER, ROBERT L.;AND OTHERS

JOURNAL CITATION: MOD LANG J; 53; 4; 235-241

ACCESSION NUMBER: EJ003829

PUBLICATION DATE: 69 APR

TITLE: THE EVALUATION OF LANGUAGE VARIETIES.

PERSONAL AUTHOR: SILVERMAN, STUART H.

JOURNAL CITATION: MOD LANG J; 53; 4; 241-244

ACCESSION NUMBER: [illegible]

PUBLICATION DATE: 69 APR

TITLE: SOME MEASURES OF THE INTERACTION BETWEEN LANGUAGE, DOMAIN AND SEMANTIC DIMENSION IN BILINGUALS

PERSONAL AUTHOR: FERTIG, SHELDON;FISHMAN, JOSHUA A.

JOURNAL CITATION: MOD LANG J; 53; 4; 244-249

ACCESSION NUMBER: EJ003832

PUBLICATION DATE: 69 APR

TITLE: A NOTE ON THE PERCEPTION AND PRODUCTION OF PHONOLOGICAL VARIATION

PERSONAL AUTHOR: TERRY, CHARLES E.;COOPER, ROBERT L.

JOURNAL CITATION: MOD LANG J; 53; 4; 254-255

ACCESSION NUMBER: EJ003833

PUBLICATION DATE: 69 APR

TITLE: SOME THINGS LEARNED; SOME THINGS YET TO LEARN

PERSONAL AUTHOR: FISHMAN, JOSHUA A.

JOURNAL CITATION: MOD LANG J; 53; 4; 255-258

ACCESSION NUMBER: EJ007230

PUBLICATION DATE: 69 SEPT

TITLE: FROM NDEA TO EPDA: CAN WE IMPROVE?

PERSONAL AUTHOR: ANDERSSON, THEODORE

IDENTIFIER: *NATIONAL DEFENSE EDUCATION ACT;EDUCATION PROFESSIONS DEVELOPMENT ACT

JOURNAL CITATION: HISPANIA; 52; 3; 357-361

ACCESSION NUMBER: EJ011074

PUBLICATION DATE: 69 OCT

TITLE: COMMUNICATIONAL EFFICIENCY OF CHILDREN SCHOOLED IN A FOREIGN LANGUAGE

PERSONAL AUTHOR: SAMUELS, MARILYN;AND OTHERS

DESCRIPTIVE NOTE: REPRINTS FROM: WALLACE E. LAMBERT, PSYCHOLOGY DEPARTMENT, MCGILL UNIVERSITY, MONTREAL, CANADA.

JOURNAL CITATION: J EDUC PSYCHOL; 60; 5; 389-393

ACCESSION NUMBER: EJ012409

PUBLICATION DATE: 70 JAN

TITLE: AN EXPERIMENTAL APPROACH TO THE LANGUAGE REQUIREMENT (THE COLLEGE OF ARTESIA BILINGUAL PROGRAM)

PERSONAL AUTHOR: MORTON, F. RAND

JOURNAL CITATION: MOD LANG J; 54; 1; 20-25

ACCESSION NUMBER: EJ012411

PUBLICATION DATE: 69 DEC

TITLE: THE FOREIGN LANGUAGE TEACHER AND BILINGUALISM

PERSONAL AUTHOR: BALLESTEROS, DAVID

JOURNAL CITATION: HISPANIA; 52; 4; 876-878

ACCESSION NUMBER: EJ014790

PUBLICATION DATE: 69 SPR/SUM

TITLE: THE BILINGUAL EDUCATION PROGRAM OF THE SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY

PERSONAL AUTHOR: OTT, ELIZABETH

APPEARS IN "THE FLORIDA FL REPORTER¬ SPECIAL ANTHOLOGY ISSUE "LINGUISTIC-CULTURAL DIFFERENCES AND AMERICAN EDUCATION.¬ (AMM)

JOURNAL CITATION: FLORIDA F L REP; 7; 1; 147-148, 159

ACCESSION NUMBER: EJ014918

PUBLICATION DATE: 70 JAN

TITLE: CHILDREN WHO SPEAK NAVAJO

PERSONAL AUTHOR: BECENTI, MAEBAH

JOURNAL CITATION: YOUNG CHILDREN; 25; 3; 141-142

ACCESSION NUMBER: EJ016056

PUBLICATION DATE: 70 MAR

TITLE: THE NECESSITY FOR BILINGUAL EDUCATION. LIBRARIES AND THE SPANISH-SPEAKING

PERSONAL AUTHOR: RODRIGUEZ, ARMANDO

AN OVERVIEW OF THE EDUCATION OF THE SPANISH-SPEAKING IN THE UNITED STATES, COVERING THE HISTORICAL AND CURRENT SITUATION. A BIBLIOGRAPHY OF 14 ITEMS IS INCLUDED. (JB)

JOURNAL CITATION: WILSON LIBR BULL; 44; 7; 724-730

ACCESSION NUMBER: EJ016102

PUBLICATION DATE: 70 APR

TITLE: BILINGUAL INSTRUCTION IN THE PRIMARY GRADES

PERSONAL AUTHOR: TREVINO, BERTHA G.

JOURNAL CITATION: MOD LANG J; 54; 4; 260-261

ACCESSION NUMBER: EJ016126

PUBLICATION DATE: 69 SEP

TITLE: DEFICIENCY IN COMPREHENSION IN NON-NATIVE SPEAKERS

PERSONAL AUTHOR: ADKINS, PATRICIA G.

IT WAS FOUND THAT THE COMPREHENSION SCORES OF NON-NATIVE SPEAKERS OF ENGLISH IMPROVED WHEN IDIOMATIC AND FIGURATIVE LANGUAGE WERE REMOVED FROM THE MATERIALS USED IN COMPREHENSION TESTS. (FWB)

JOURNAL CITATION: TESOL QUART; 3; 3; 197-201

ACCESSION NUMBER: EJ016509

PUBLICATION DATE: 70 FEB

TITLE: TEACHING NON-ENGLISH SPEAKING FIRST GRADERS TO READ

PERSONAL AUTHOR: FEELEY, JOAN T.

INCLUDES AN 18-ITEM BIBLIOGRAPHY ON READING INSTRUCTION FOR NON-ENGLISH-SPEAKING FIRST GRADERS. (RD)

JOURNAL CITATION: ELEM ENGL; 47; 2; 199-208

ACCESSION NUMBER: EJ017008

PUBLICATION DATE: 70 MAR

TITLE: INDIAN EDUCATION--A NATIONAL DISGRACE

PERSONAL AUTHOR: FISCHER, GEORGE D.;MONDALE, WALTER F.

JOURNAL CITATION: TODAYS EDUC; 59; 3; 24-7

ACCESSION NUMBER: EJ017131

PUBLICATION DATE: 70 SPR

TITLE: INDIANS AND METIS: CANADIANS PLUS OR MINUS?

PERSONAL AUTHOR: SEALEY, D. BRUCE

IDENTIFIER: *METIS;CANADA

ARGUES THAT FORCING CANADIAN INDIAN CHILDREN TO LEARN ENGLISH OR FRENCH BEFORE TEACHING THEM THEIR NATIVE LANGUAGES CONSTITUTES ETHNIC DISCRIMINATION AND IS LINGUISTICALLY AND PSYCHOLOGICALLY DETRIMENTAL; ADVOCATES ELEMENTARY BILINGUAL EDUCATION. (RD)

JOURNAL CITATION: ENGL QUART; 3; 1; 29-35

ACCESSION NUMBER: EJ018262

CLEARINGHOUSE ACCESSION NUMBER: RE501083

PUBLICATION DATE: 70 APR

TITLE: A STUDY OF ATTITUDINAL CHANGES IN MEXICAN-AMERICAN PARENTS TOWARD THE SCHOOLS

PERSONAL AUTHOR: STANCHFIELD, JO M.;HOVEY, BARBARA

JOURNAL CITATION: ENGL J; 59; 4; 767-72

ACCESSION NUMBER: EJ018811

CLEARINGHOUSE ACCESSION NUMBER: AL500087

PUBLICATION DATE: 69 OCT

TITLE: THE ROLE OF THE MOTHER TONGUE AT HOME AND AT SCHOOL IN THE DEVELOPMENT OF BILINGUALISM

PERSONAL AUTHOR: KREAR, SERAFINA E.

THE AUTHOR ARGUES THAT "PUPILS WHO USE THEIR MOTHER TONGUE AT HOME AND IMITATE THE NATIVE SPEAKERS OF ENGLISH AT SCHOOL WILL LEARN TO SPEAK ENGLISH WITHOUT A FOREIGN ACCENT, WILL HAVE A MORE WHOLESOME SELF-CONCEPT, AND WILL BE BILINGUAL." (FWB)

JOURNAL CITATION: ENGL LANG TEACHING; 24; 1; 2-4

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